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ABSTRACT

Noting that performance at the highest levels of achievement on the National Assessment of Educational Progress (NAEP) is evidence that students have demonstrated competency over challenging subject matter and achieved the third National Educational Goal, this report presents the most up-to-date results in reading achievement for the states and the nation from the NAEP. It presents a decade of NAEP reading data in a clear, easy-to-understand format that enables state policymakers to monitor educational progress over time; whether their students are performing as well as others; and the extent to which all groups of students in their state are achieving at high levels. It awards gold stars to seven states and one U.S. territory that increased the percentage of 4th graders who met the National Educational Goals Panel's performance standard in reading during the 1990s: Colorado, Connecticut, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, and the Virgin Islands. The report also recognizes the top three states in 4th grade reading (Connecticut, New Hampshire, and Massachusetts), and in 8th grade reading (Connecticut, Maine, and Montana). It recognizes four states and one city that made greater than expected gains in reading achievement between grades 4 and 8: Arizona, California, the District of Columbia, Louisiana, and New York. After a foreword, a statement of Goal 3 and objectives, data highlights, and an introduction, the report presents two pages of information for each of the following: the United States, each state, the District of Columbia, and five U.S. territories. Appendixes contain technical notes and sources; NAEP data collection schedules; four tables of standard errors; and statistically significant differences in subgroup performance. (RS)

Reading Achievement State by State, 1999

ED 430 223

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Goal 3: Student Achievement and Citizenship

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The National Education Goals Panel

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Reading Achievement State by State, 1999

Goal 3: Student Achievement and Citizenship

The National Education Goals Panel

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National Education Goals Panel

The National Education Goals Panel (NEGP) is a unique bipartisan and intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward achieving the National Education Goals. In 1994, the Goals Panel became a fully independent federal agency charged with monitoring and speeding progress toward the eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support systemwide reform, including:

- Reporting on national and state progress toward the National Education Goals;
- Encouraging the development and use of high academic standards and assessments;
- Identifying promising practices for improving education and reaching the Goals; and
- Building a nationwide, bipartisan consensus to achieve the Goals.

Panel members include eight Governors, four members of Congress, four state legislators, and two members appointed by the President.

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National Education Goals Panel
1255 22nd Street, NW, Suite 502
Washington, DC 20037
Phone: (202) 724-0015
Fax: (202) 632-0957
E-mail: NEGP@ed.gov

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Foreword

As the 1999 Chair of the National Education Goals Panel, it is my pleasure to present *Reading Achievement State by State, 1999*. This report presents the most up-to-date results in reading achievement for the states and the nation from the National Assessment of Educational Progress (NAEP). NAEP is a voluntary nationwide assessment that measures what students know and are able to do in different subject areas. The Goals Panel considers performance at the two highest levels of achievement on NAEP – Proficient or Advanced – as evidence that students have demonstrated competency over challenging subject matter and achieved the third National Education Goal.

This report presents a decade of NAEP reading data in a clear, easy-to-understand format that enables state policymakers to monitor:

- educational progress over time;
- whether their students are performing as well as others; and
- the extent to which all groups of students in their state are achieving at high levels.

In keeping with the Goals Panel's tradition, *Reading Achievement State by State* recognizes both high performance and improvement. In this report we award gold stars to seven states and one U.S. territory that increased the percentage of 4th graders who met the Goals Panel's performance standard in reading during the 1990s: Colorado, Connecticut, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, and the Virgin Islands. We recognize the top three states in 4th grade reading (Connecticut, New Hampshire, and Massachusetts), and in 8th grade reading (Connecticut, Maine, and Montana). And we recognize four states and one city that made greater than expected gains in reading achievement between Grades 4 and 8: Arizona, California, the District of Columbia, Louisiana, and New York.

The Goals Panel applauds these successes. We know that it is not easy for states to show improvement on NAEP. Frankly, it is a tough test, and the Goals Panel has purposely set an ambitious performance standard. We admit that we still have far to go before we can claim victory. But we urge states to stay the course – to continue participating in NAEP, to redouble their efforts to raise student academic achievement, and to recommit to the tough standard set in the third National Education Goal, that *all* students will be competent in challenging subject matter.

Sincerely,

Paul E. Patton

Paul E. Patton, Chair (1999)
National Education Goals Panel, and Governor of Kentucky

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By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Objectives:

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

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Data Highlights

The aim of the third National Education Goal is that all students will become competent in challenging subject matter. The National Education Goals Panel considers performance at the Proficient level or higher on the National Assessment of Educational Progress (NAEP) as evidence that students have met this Goal. Eight states[1] have made significant progress toward Goal 3 in 4th grade reading during the 1990s.

In addition, five states have shown greater than expected rates of growth in reading achievement between Grades 4 and 8.

- Between 1992 and 1998, the percentage of U.S. 8th graders who scored at the Proficient level or higher on the NAEP reading assessment increased significantly, from 29% to 33%.
- During the same period, the percentage of 4th graders who scored at the Proficient level or higher in reading did not change significantly for the nation as a whole. At the state level, however, the percentage of 4th graders who met this standard increased in eight states.[1]
- These eight states have been awarded a gold star by the National Education Goals Panel for improvement over time in 4th grade reading: ☆

  1. **Colorado**
  2. **Connecticut**
  3. **Kentucky**
  4. **Louisiana**
  5. **Maryland**
  6. **Minnesota**
  7. **Mississippi**
  8. **Virgin Islands**

- At Grade 4, the highest-performing[2] states in the nation in reading achievement are:

  1. **Connecticut**
  2. **Massachusetts**
  3. **New Hampshire**

- At Grade 8, the highest-performing[2] states in the nation in reading achievement are:

  1. **Connecticut**
  2. **Maine**
  3. **Montana**

- Connecticut was the only state awarded a gold star for significant improvement over time in 4th grade reading that was also among the highest-performing states in the nation at both Grade 4 and Grade 8.
- A new Goals Panel analysis reveals that five states have shown greater than expected rates of growth in reading achievement between the two most recent administrations of NAEP. Between 1994 and 1998, the rate of growth in reading achievement between Grades 4 and 8 was significantly higher than the national rate of growth in the following states:

  1. **Arizona**
  2. **California**
  3. **District of Columbia**
  4. **Louisiana**
  5. **New York**

---

[1] The term "state" is used in this report to refer to the 50 states, the District of Columbia, and the territories.

[2] Highest-performing states are defined as those in which the percentage of students who scored at or above Proficient on NAEP was significantly higher than the percentage who did so nationally.

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Introduction

The aim of the third National Education Goal is that all students will become competent in challenging subject matter. This report summarizes progress that each state has made in raising student achievement in reading since the National Education Goals were established in 1990. It mirrors the content and the format of the Goals Panel's 1998 report, *Mathematics and Science Achievement State by State.*

Like the mathematics and science report, *Reading Achievement State by State* presents three types of information for each state to help policymakers monitor their own state's educational progress. First, this report shows whether reading achievement is increasing over time, so that policymakers can determine whether educational programs and policies are having the desired effect. Second, this report shows how each state's performance in reading compares to the nation and to other states, so that policymakers can benchmark their state against the best in the nation.[1] Third, this report shows how different groups of students in each state are performing academically, so that policymakers can target educational services appropriately.

Reading Achievement State by State recognizes both high performance and improvement over time. It identifies the states that have the highest percentages of proficient readers, and it awards gold stars to the states that have significantly increased student achievement in reading at Grade 4. A new feature of this report is an analysis that identifies states that made greater than expected gains in reading achievement between Grade 4 and Grade 8.

Report format

This report contains two pages of information for the United States, each state, the District of Columbia, and five U.S. territories.[2] Each page measures progress toward Goal 3, using student achievement data from the National Assessment of Educational Progress (NAEP). NAEP was authorized by Congress in 1969, and is the only nationally representative and ongoing assessment that measures what students know and are able to do in different subject areas. Congress expanded NAEP to allow the reporting of comparable state-by-state results, beginning with the 1990 mathematics assessment. Participation in state-level NAEP is voluntary, and has increased from 40 states and territories in 1990 to as many as 45 in 1996.[3]

This report presents NAEP reading results for the United States and for each participating state at Grades 4 and 8. Although NAEP also tests nationally representative samples of 12th graders, state-level NAEP has been administered only at Grades 4 and 8 thus far. Since 1990, NAEP has assessed reading three times at the national level in Grades 4, 8, and 12 (in 1992, 1994, and 1998). At the state level, NAEP has assessed reading three times in Grade 4 (in 1992, 1994, and 1998), and once in Grade 8 (in 1998).[4]

The state pages in this report are designed to show:

- how much progress the state has made over time;
- how the state's latest academic performance compares to that of the United States and other states; and
- how different subgroups of students in the state performed on the most recent NAEP assessment.

Gold stars are awarded to states that have shown a significant increase in the percentage of students in their state who meet the National Education Goals Panel's performance standard.[5] The Goals Panel's performance standard is based on three achievement levels set by the National Assessment Governing Board to describe the quality of student achievement on NAEP: Basic, Proficient, and Advanced. The Basic level represents partial mastery of necessary knowledge and skills; the Proficient level represents solid academic

---

[1] *Mathematics and Science Achievement State by State, 1998,* also included data from the Third International Mathematics and Science Study (TIMSS) that allowed policymakers to benchmark their state against the best in the world. At present, no similar international data are available in reading.

[2] The term "state" is used hereafter in this report to refer to the 50 states, the District of Columbia, and the territories.

[3] These figures do not include the Department of Defense overseas and domestic schools, which have also participated in state-level administrations of NAEP. The Goals Panel does not report data for these jurisdictions.

[4] See Appendix B for national and state-level NAEP administration schedules.

[5] In this report, "significance" refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance. All differences in this report that are termed "statistically significant" are measured at the 0.05 level.

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performance; and the Advanced level represents superior performance.[6] The Goals Panel has set its performance standard at the Proficient or Advanced levels on NAEP. The Goals Panel considers performance at these two highest levels as evidence that students have demonstrated competency over challenging subject matter.

Value to states

This report shows three of the ways in which NAEP data can be a valuable source of information for states:

1. **NAEP can be used to monitor educational progress over time.**

   One of the most common uses of NAEP is to monitor trends in academic performance to see whether student achievement is improving over time. This is possible because NAEP is designed to repeat assessments in core subjects (reading, writing, mathematics, and science) at least every four years. This feature enables policymakers to answer questions such as: Has student performance improved since my state established new statewide standards in reading?

   ***Improvement Over Time** is presented in Part 1 on each state page in this report, beginning on page 12. The percentages of students who scored at or above the Proficient level on NAEP reading assessments are reported, from the first state-level assessment in 1992, to the most recent assessment in 1998.*

2. **NAEP can be used to benchmark state performance against the best in the nation.**

   Because NAEP scores are comparable across states, policymakers can use NAEP to answer questions such as: How does my state compare to neighboring states or to the highest-performing states in the country?[7]

   ***State Comparisons** are presented in Part 2 on each state page in this report, beginning on page 12. Each state's performance is compared to the nation and to other states on the most recent NAEP reading assessment.*

3. **NAEP can be used to monitor whether all groups of students in a state are achieving at high levels.**

   Goal 3 specifies that *all* students will demonstrate competency over challenging subject matter. Because NAEP data can be broken out by subgroups, policymakers can use NAEP to answer questions such as: Are similar proportions of boys and girls in my state considered Proficient in reading? Do minority students score as well as White students? Do large achievement gaps exist between urban and non-urban students?

   ***Subgroup Performance** is presented in Part 3 on each state page in this report, beginning on page 12. This section shows the percentages of students in different subgroups who scored at or above the Proficient level on the most recent NAEP reading assessment. Results are presented by sex, race/ethnicity, parents' highest level of education, school location, and eligibility for free/reduced-price lunch programs.*

Interpreting the results

NAEP is a large-scale assessment intended for monitoring trends in student performance and is not administered to every student. Instead, samples of students are selected to take the test. This enables states to use smaller, cost-efficient samples to predict how the entire student population would have performed on an assessment without testing all of them. This is similar to a public opinion poll that predicts, with a certain degree of confidence, how all individuals would have responded to a set of questions had they all been polled.

It is important to note that any estimate based on a sample, whether it is from a NAEP assessment or a public opinion poll, contains a small amount of sampling error. The estimate would be slightly higher or slightly lower if a different sample were chosen.

---

[6] Donahue, P.L., Voelkl, K.E., Campbell, J.R., & Mazzeo, J. (1999, March). *NAEP 1998 reading report card for the nation and the states.* Washington, DC: National Center for Education Statistics.

[7] Although NAEP scores are comparable, the reader should bear in mind that many variables of interest to state policymakers can contribute to differences in state performance, such as available resources, curricula, educational practices, etc. The results presented in this report do not control for these variables.

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Public opinion polls account for this error when they caution that their results are "accurate within plus or minus three percentage points." In the same way, we must account for the uncertainty in NAEP results, whether we are comparing progress over time, performance among states, or performance among subgroups of students within a state. We account for the uncertainty by using a formula to calculate a standard error for each estimate.[8] The standard error tells us how precise the estimate is. The closer the standard error is to zero, the more precise the estimate.

If we want to examine differences between groups – for example, to determine whether one state's average reading score is higher than another's – we must apply a statistical test.[9] The statistical test takes into account the standard errors for each group's score, as well as the difference between the scores. If the test indicates that there are likely to be differences in performance between groups in the entire population, we say that the difference is statistically significant. This means that the differences are not likely to have occurred by chance – we can be confident that performance has changed over time or one group has outperformed another.

This should be kept in mind when reviewing the data on the state pages that follow. In Part 1: Improvement Over Time, for example, it may appear that the percentage of students who scored at the Proficient level or higher on NAEP has gone up over time, but the change is reported as "not significant." This occurs because even though there is a difference in scores, it is not statistically different. Because each percentage is an estimate which has some imprecision or uncertainty associated with it, it is possible for a small gain to be significant in one case, while a larger percentage-point gain can fail to be significant in another.

The same caution must be exercised when interpreting the results presented on each of the state pages under Part 2: State Comparisons. In Part 2, it would not be accurate to rank individual states strictly by the percentages of students who scored at or above Proficient. Instead of ranking individual states, it is more useful to talk about states' performance in terms of clusters of states that performed significantly higher than, significantly lower than, or similar to a particular state. On page 19, for example, the percentage of students at or above Proficient in 8th grade reading for Arizona was 28% in 1998, while the percentage was 24% in both Nevada and New Mexico. When the precision of each estimate is taken into account, however, New Mexico (but not Nevada) is judged to have a similar achievement level to Arizona, even though the percentage of students at or above Proficient was identical in Nevada and New Mexico.

Similarly, in Part 3: Subgroup Performance, it would not be accurate to conclude that one group of students outperformed another based solely on the percentages listed on the graph. An observed difference of 3 percentage points between males and females, for example, may not be statistically significant when standard errors are taken into account. In order to keep the graphs in Part 3 on each state page as clear and as readable as possible, we have not attempted to flag subgroup differences on the graphs themselves. Instead, statistically significant differences between subgroups are summarized in Appendix D.

Findings – Improvement Over Time

Between 1992 and 1998, the percentage of U.S. 8th graders who scored at or above Proficient in reading increased significantly, from 29% to 33%. The percentage of 4th graders who met this standard did not change significantly for the nation as a whole.

At the state level, however, the percentage of 4th graders who met the Goals Panel's performance standard in reading increased in eight states. In no state did achievement decline by an amount that was statistically significant. The eight states that earned gold stars for improvement over time are shown on the map in Figure 1. At present, the maximum number of stars that a state can earn for improvement in student reading achievement is one, in 4th grade.

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[8] See Appendix A for formulas and more detailed technical information. See Appendix C for tables of standard errors.

[9] See Appendix A for a discussion of the statistical procedures used to control the amount of error introduced when multiple comparisons are made.

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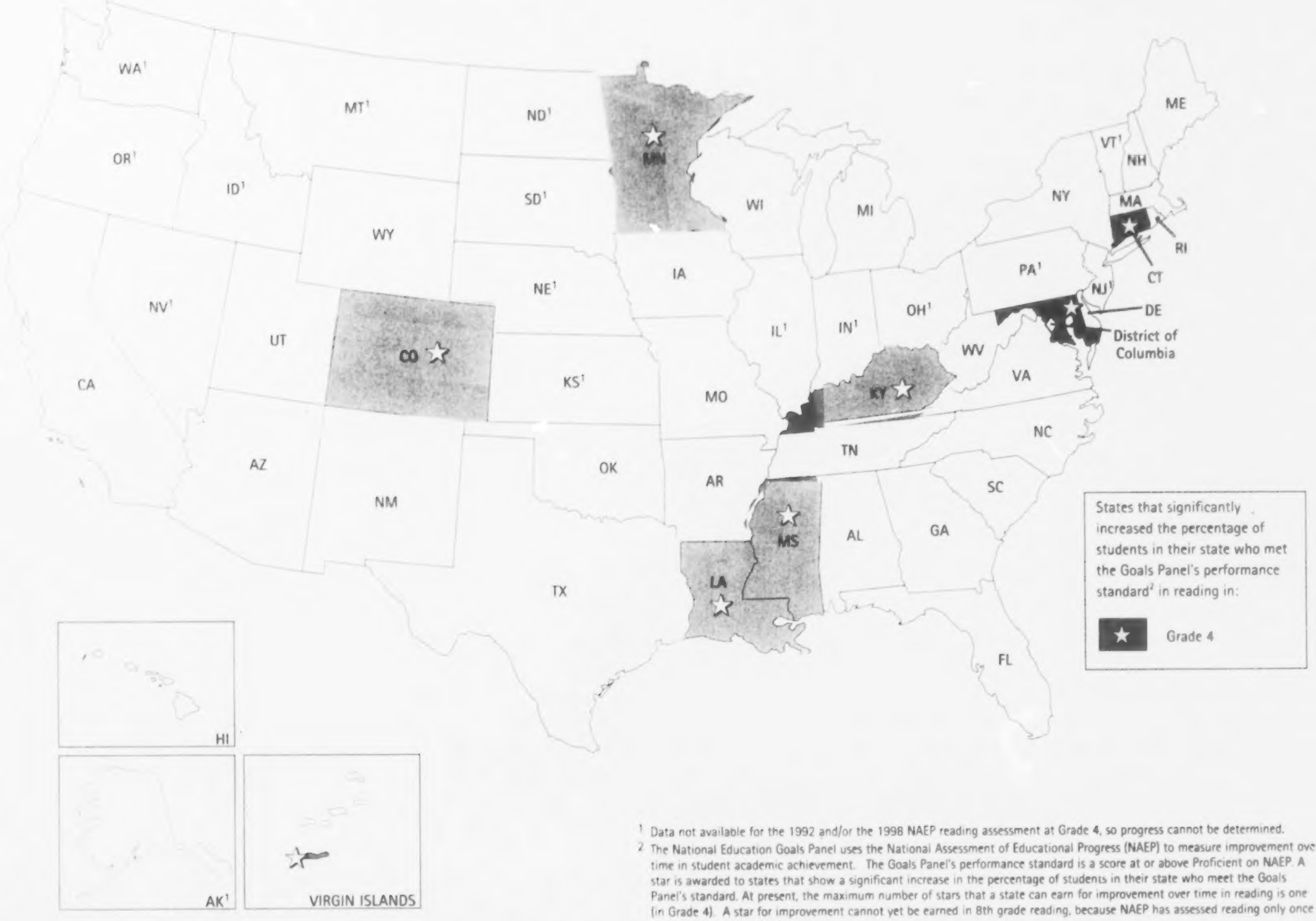
Figure 1

State Progress Toward Goal 3: Improvement Over Time in Reading Achievement, 1992–1998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VIRGIN ISLANDS
States that significantly increased the percentage of students in their state who met the Goals Panel's performance standard[2] in reading in:
Grade 4

[1] Data not available for the 1992 and/or the 1998 NAEP reading assessment at Grade 4, so progress cannot be determined.

[2] The National Education Goals Panel uses the National Assessment of Educational Progress (NAEP) to measure improvement over time in student academic achievement. The Goals Panel's performance standard is a score at or above Proficient on NAEP. A star is awarded to states that show a significant increase in the percentage of students in their state who meet the Goals Panel's standard. At present, the maximum number of stars that a state can earn for improvement over time in reading is one (in Grade 4). A star for improvement cannot yet be earned in 8th grade reading, because NAEP has assessed reading only once at the state level in Grade 8.

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A star for improvement cannot yet be earned in 8th grade reading, because NAEP has assessed reading only once at the state level in Grade 8.

☆ ***The eight states that earned gold stars for improvement over time in 4th grade reading are:***

1. Colorado
2. Connecticut
3. Kentucky
4. Louisiana
5. Maryland
6. Minnesota
7. Mississippi
8. Virgin Islands

Findings — State Comparisons

Reading — Grade 4

National Performance

In 1998, 31% of U.S. 4th graders in public and nonpublic schools scored at the Proficient level or higher on the NAEP reading assessment.

State Performance

In 1998, the percentage of public school 4th graders who scored at the Proficient level or higher on the NAEP reading assessment ranged from 8% in the lowest-performing states to 46% in the highest-performing states.

Highest-performing* states Reading — Grade 8	
Connecticut	42%
Maine	42%
Montana	38%

Reading — Grade 8

National Performance

In 1998, 33% of U.S. 8th graders in public and nonpublic schools scored at the Proficient level or higher on the NAEP reading assessment.

Highest-performing* states Reading — Grade 4	
Connecticut	46%
New Hampshire	38%
Massachusetts	37%

State Performance

In 1998, the percentage of public school 8th graders who scored at the Proficient level or higher on the NAEP reading assessment ranged from 10% in the lowest-performing states to 42% in the highest-performing states.

Findings — Subgroup Performance[10]

Differences by Sex

- Nationally and in more than half of the states (22 out of 41), the percentage of female students who scored at or above Proficient in 4th grade reading was higher than the percentage of males who did so. In no state did males outperform females.
- In 8th grade reading, females outperformed males nationally and in nearly every state (35 out of 38). In no state did males outperform females.

Differences by Race/Ethnicity

- At the national level and in most of the states, there were no significant differences at either Grade 4 or Grade 8 between the percentages of White and Asian/Pacific Islander students who scored at the Proficient level or higher on NAEP reading.
- However, at the national level and in nearly every state, the percentages of White students who scored at the Proficient level or higher were significantly greater than the percentages of other minority students who met this standard. In Grade 4, White students outperformed American Indian/Alaskan Native, Black, and Hispanic students nationally and in every state. In Grade 8, White students outperformed American Indian/Alaskan Native and Hispanic students nationally and in every state, and outperformed Black students nationally and in every state except Hawaii and Kansas, where there were no significant differences.

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* Highest-performing states are defined as those in which the percentage of students who scored at or above Proficient on NAEP was significantly higher than the percentage who did so nationally.

[10] The reader is cautioned to avoid interpreting subgroup differences in this section of the report and in Appendix D as causal relationships.

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Differences by Parents' Highest Level of Education

- Nationally and in almost every case at the state level, 8th graders whose parents had some education beyond high school or whose parents were college graduates outperformed students who reported that neither of their parents had graduated from high school.

Differences by School Location

- At the national level and in roughly one-quarter of the states, significantly higher percentages of 4th and 8th graders attending schools in urban fringe areas/large towns met the Goals Panel's performance standard in reading, compared to students who attended schools in central cities.

Differences by Poverty

(as measured by eligibility for free/reduced-price lunch program)

- In all cases – nationally and in every state – students who were not eligible for the free/reduced-price lunch program outperformed students who were eligible for this program. This was true at both Grade 4 and Grade 8.

Findings – Growth in Reading Achievement Between Grades 4 and 8

Thus far, this report has discussed "improvement" in reading achievement as an increase in the percentage of students who reach absolute levels of knowledge and skills at specific grades (e.g., the percentage of 4th graders who reach the Proficient or Advanced levels of achievement on NAEP). Another way to gauge improvement is by assessing the amount of progress that students in each state show over time.[11]

The NAEP assessments are designed so that it is possible to track the achievement gains of a specific "class" of students at four-year intervals.[12] For example, the 4th grade class of 1994 would become the 8th grade class of 1998.[13] Since representative samples of students took state-level NAEP reading assessments in 1994 and 1998, it is possible to calculate the amount of progress that each state's 4th graders made as a group by the time they reached 8th grade. This approach enables states to compare the educational growth of groups of students over time. It also enables states to set interim benchmarks for achievement growth to ensure that students are making steady progress toward the third National Education Goal.

To illustrate, Table 1 shows average NAEP reading scores for the nation and by state for 4th graders in 1994 and 8th graders in 1998. At the national level, the average NAEP reading score was 212 for the 4th grade class of 1994. This score fell within the "Basic" level of achievement, but was 26 points below the level of performance that the National Assessment Governing Board has established as "Proficient." Four years later, the national average was 261 for the 8th grade class of 1998. Despite the 49-point gain, this score was still at the Basic level of achievement. A gain of 69, rather than 49, points would have been needed to propel the national average to the Proficient level by Grade 8.

State reading gains between 1994 and 1998 ranged from 41 to 57 points (see Table 1). Previous analyses of NAEP mathematics data revealed that the higher a state's 4th grade mathematics score, the greater the gain between Grades 4 and 8.[14] However, the opposite is true for NAEP reading. Gains were generally greater for states that had lower reading scores in Grade 4. Examples are Arizona and Louisiana (which gained 55 points each), California (which gained 56 points), and the District of Columbia (which gained 57 points).

We can monitor state progress toward the Goals Panel's performance standard by setting interim targets for achievement growth, described

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[11] See Barton, P., & Coley, R. (1998, May). *Growth in school: Achievement gains from the fourth to the eighth grade.* Policy Information Report. Princeton, NJ: Educational Testing Service.
See also Zill, N., & Nord, C.W. (1998, November). *Incorporating achievement growth standards for states into the National Education Goals.* Paper prepared for the National Education Goals Panel.

[12] This is possible because the NAEP reading assessments at Grades 4, 8, and 12 share a common set of reading tasks, reflect the same reading framework, and are based on a common equal-interval scale of 0-500 points. Moreover, NAEP is designed to repeat assessments in core subjects (reading, writing, mathematics, and science) at least every four years.

[13] Of course, dropouts and students moving into and out of the state would alter the class composition. However, in most cases these groups are relatively small between Grades 4 and 8, and it is unlikely that state populations would change over a four-year interval to an extent that would affect test scores appreciably.

[14] Zill, N., & Nord, C.W. (1998, November). *Incorporating achievement growth standards for states into the National Education Goals.* Paper prepared for the National Education Goals Panel.

Growth in reading achievement by state, 4th grade 1994 to 8th grade 1998 (public schools only)

Table 1

State	Average NAEP Reading scale score		1994-1998 gain
	Grade 4 (1994)	Grade 8 (1998)	(in scale score points)
U.S.	212	261	49
Alabama	208	255	47
Arizona	206	261	55
Arkansas	209	256	47
California	197	253	56
Colorado	213	264	51
Connecticut	222	272	50
Delaware	206	256	50
District of Columbia	179	236	57
Florida	205	253	48
Georgia	207	257	50
Hawaii	201	250	49
Iowa	223	▲	▲
Kansas	▲	268	▲
Kentucky	212	262	50
Louisiana	197	252	55
Maine	228	273	45
Maryland	210	262	52
Massachusetts	223	269	46
Minnesota	218	267	49
Mississippi	202	251	49
Missouri	217	263	46
Montana	222	270	48
Nevada	▲	257	▲
New Hampshire	223	▲	▲
New Mexico	205	258	53
New York	212	266	54
North Carolina	214	264	50
Oklahoma	▲	265	▲
Oregon	▲	266	▲
Rhode Island	220	262	42
South Carolina	203	255	52
Tennessee	213	259	46
Texas	212	262	50
Utah	217	265	48
Virginia	213	266	53
Washington	213	265	52
West Virginia	213	262	49
Wisconsin	224	266	42
Wyoming	221	262	41
Virgin Islands	▲	233	▲

States marked in green showed above expected growth in reading achievement between Grades 4 and 8.

States marked in grey showed below expected growth in reading achievement between Grades 4 and 8.

Above Expected = significantly higher than the national rate of growth

Expected = not significantly different from the average national rate of growth

Below Expected = significantly lower than the national rate of growth

▲ Growth in reading achievement between Grades 4 and 8 cannot be determined because state did not participate in the 1994 NAEP reading assessment at Grade 4 and/or the 1998 NAEP reading assessment at Grade 8.

See Table C-4 (pages 149-151) for tests of significance between individual state gains and national gain.

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in a previous report for the National Education Goals Panel.[15] A simple way to do this would be to define the average national gain between Grades 4 and 8 as the "expected" gain. State gains that were significantly lower than the national average would be considered "below expected." States that fell in this category would have to accelerate their progress in order to bring their rate of growth up to at least the national average. State gains that were significantly higher than the national average could be considered "greater than expected."

According to this definition, five states showed greater than expected rates of growth in reading: Arizona, California, the District of Columbia, Louisiana, and New York. In three states, reading gains were below the expected rate of growth: Rhode Island, Wisconsin, and Wyoming.[16]

Greater than expected growth in reading achievement

- Arizona
- California
- District of Columbia
- Louisiana
- New York

This approach is only one way to measure improvement. Individual states could also choose to set their own achievement growth targets. States might set their targets at the rate of growth that they would need to show in order to match the growth in reading achievement shown by the top states. Others might choose to set a more demanding target, such as the rate of growth required to bring three-quarters of their 8th graders up to the Proficient level or higher on NAEP. This would require much greater gains in achievement than states are currently showing. However, if the average state accelerated its growth by only 12.5% every four years between NAEP assessments and sustained those gains, the average state could reach this target over the next five administrations of NAEP.[17]

Conclusions

Are states making progress toward Goal 3 of the National Education Goals by increasing student achievement in reading? In some states, the answer is "yes." Eight states were awarded gold stars in this report because the percentage of their 4th graders who are considered Proficient in reading is significantly higher now than it was at the beginning of the decade. And five states made greater than expected gains in reading achievement between Grades 4 and 8.

Clearly, we need to replicate these successes in more states if we hope to raise the level of student achievement in reading to the ambitious level specified in Goal 3. But this is not an insurmountable task. This report suggests that if states make relatively small, but steady, gains and then sustain them over several four-year NAEP assessment intervals, they can dramatically boost student achievement. The National Education Goals Panel intends to explore different ways to set achievement growth targets in future reports as a way of ensuring that students are making steady progress toward the third National Education Goal. Future Goals Panel reports will also describe educational programs and policies implemented by states that have made significant progress in raising student academic achievement in reading. This information will be available on the Goals Panel's Web site, www.negp.gov, as part of a series of "Lessons from the States" publications on promising state practices.

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[15] Ibid.

[16] For more detail, see Table C-4 in Appendix C.

[17] A scale score of 281 is needed to reach the Proficient level in reading at Grade 8. The average reading scale score for the lowest quartile of students in the 4th grade class of 1998 was 193. This means that an 88-point increase (80% higher than the current rate of growth) would be needed to move three-quarters of the students in the 4th grade class of 1998 to the Proficient level in 8th grade reading by 2002. However, if the current level of growth between Grades 4 and 8 were to increase steadily by just 12.5% during each four-year period between assessments, the same target could be attained over five administrations of NAEP. That is, the rate of growth between Grade 4 in 1994 and Grade 8 in 1998 was 49 scale score points. A 12.5% increase during each 4-year interval would accelerate growth between Grades 4 and 8 to 55 points by 2002, 62 points by 2006, 70 points by 2010, 78 points by 2014, and finally, 88 points by 2018. This assumes that the average reading score for the lowest quartile of 4th graders would remain the same each year. Any gain made at Grade 4 would lead to quicker attainment of the target.

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Reading Achievement State by State

United States

Reading Grade 4

1. Improvement Over Time

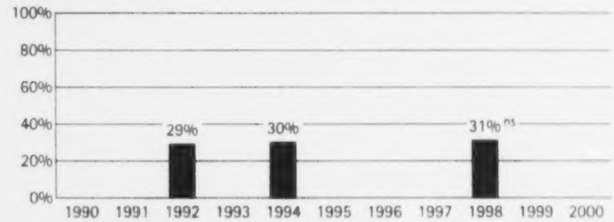
Have the nation's[1] 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

[1] Figures shown for the U.S. include both public and nonpublic school data.

Percentage of public and nonpublic school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
National reading performance will be tested again in 2000 at Grade 4 only.

2. State Comparisons†

How did the nation compare with states in 4th grade reading achievement in 1998?

3 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Massachusetts[2]	37%
New Hampshire	38%		

22 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Montana[2]	37%	Oklahoma, Virginia, Wyoming	30%
Maine, Minnesota	36%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Iowa	35%		
Colorado, Kansas, Wisconsin	34%		
Rhode Island	32%	Michigan, North Carolina, Oregon, Utah	28%
U.S.*	**31%**		

16 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Tennessee	25%	Louisiana	19%
Alabama, Georgia	24%	Mississippi	18%
Arkansas, Florida	23%	Hawaii	17%
Arizona, New Mexico, South Carolina	22%	District of Columbia	10%
Nevada	21%	Virgin Islands	8%
California	20%		

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

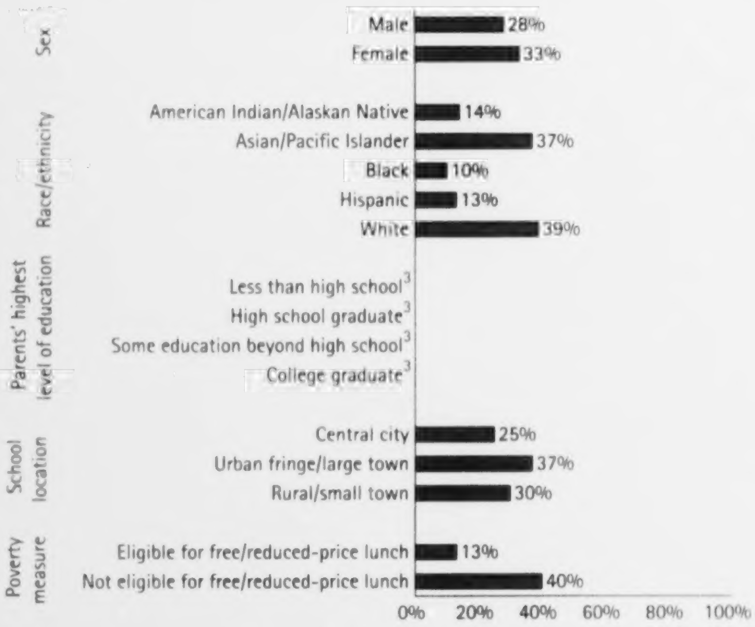
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data. Figures shown for states include public school data only.

3. Subgroup Performance

What percentages of 4th graders in different subgroups[1] in the nation[2] were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Figures shown for the U.S. include both public and nonpublic school data.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 — United States

1. Improvement Over Time ☆

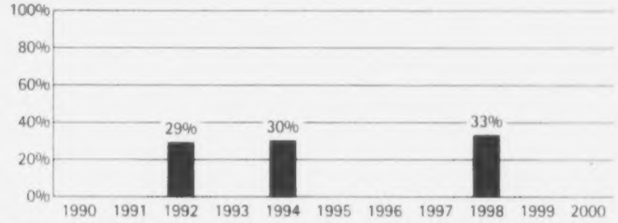
Have the nation's[1] 8th graders improved in reading achievement?

Yes. The percentage of 8th graders who met the Goals Panel's performance standard in reading increased from 29% in 1992, to 33% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

[1] *Figures shown for the U.S. include both public and nonpublic school data.*

Percentage of public and nonpublic school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did the nation compare with states in 8th grade reading achievement in 1998?

3 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Montana	38%

16 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Minnesota	37%	Washington	32%
Massachusetts	36%	Maryland, North Carolina, Utah	31%
Kansas	35%	Colorado, Rhode Island	30%
New York	34%	Kentucky,[2] Oklahoma,[2] Wyoming[2]	29%
U.S.,* Oregon, Virginia, Wisconsin	**33%**		

19 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Missouri[2]	29%	California, South Carolina	22%
Arizona, Texas	28%	Alabama	21%
West Virginia	27%	Hawaii, Mississippi	19%
Tennessee	26%	Louisiana	18%
Delaware, Georgia	25%	District of Columbia	12%
Nevada, New Mexico	24%	Virgin Islands	10%
Arkansas, Florida	23%		

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

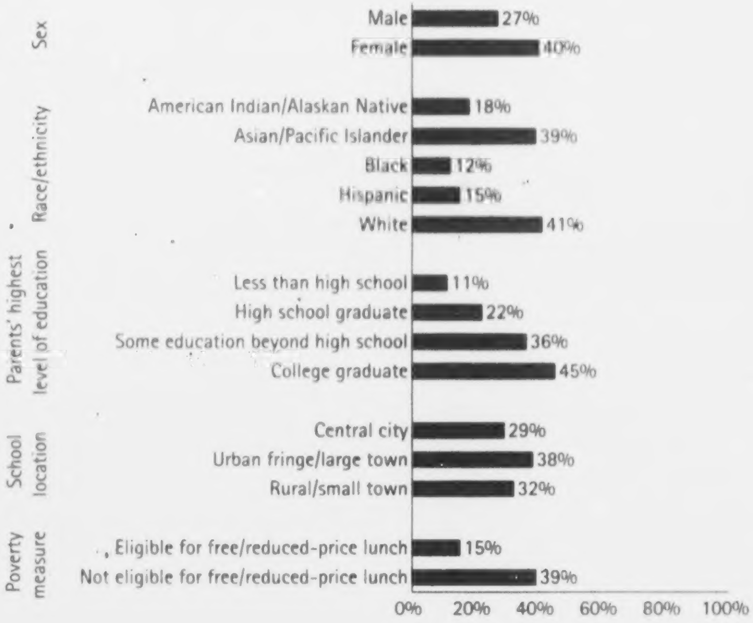
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data. Figures shown for states include public school data only.

3. Subgroup Performance

What percentages of 8th graders in different subgroups[1] in the nation[2] were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Figures shown for the U.S. include both public and nonpublic school data.

See Appendix A for definitions, sources, and technical notes.

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Alabama — Reading Grade 4

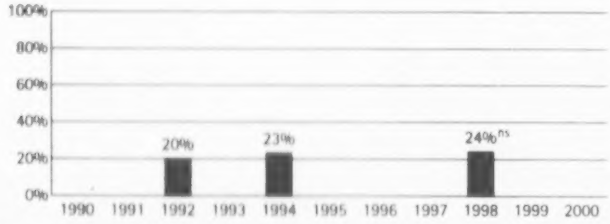
1. Improvement Over Time

Have Alabama's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Alabama compare with other states in 4th grade reading achievement in public schools in 1998?

13 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Colorado, Kansas, Wisconsin	34%
New Hampshire	38%	Rhode Island	32%
Massachusetts, Montana	37%	***U.S.****	**31%**
Maine, Minnesota	36%	Oklahoma,[2] Virginia[2]	30%
Iowa	35%		

22 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Wyoming[2]	30%	Delaware, Tennessee	25%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	***Alabama**, Georgia*	**24%**
		Arkansas, Florida	23%
		Arizona, New Mexico, South Carolina	22%
Michigan, North Carolina, Oregon, Utah	28%	Nevada	21%
		California	20%

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Louisiana	19%	District of Columbia	10%
Mississippi	18%	Virgin Islands	8%
Hawaii	17%		

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

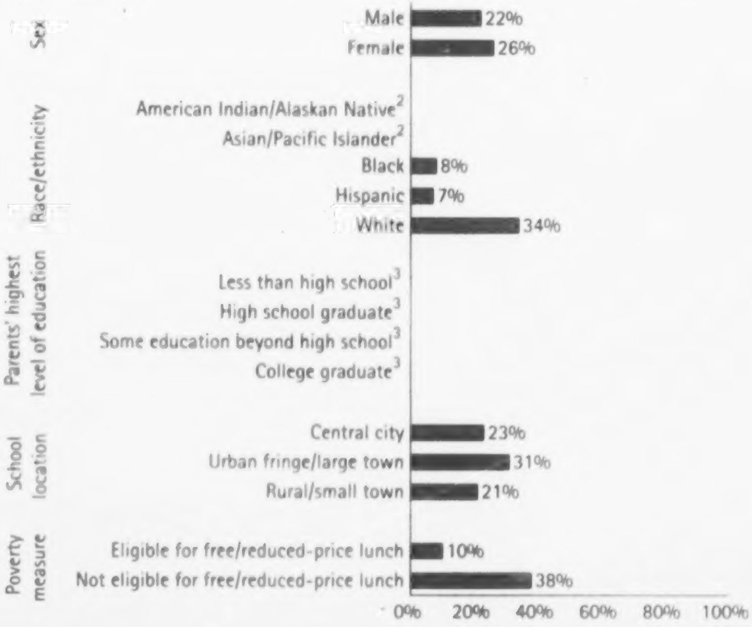
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Alabama were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8

Alabama

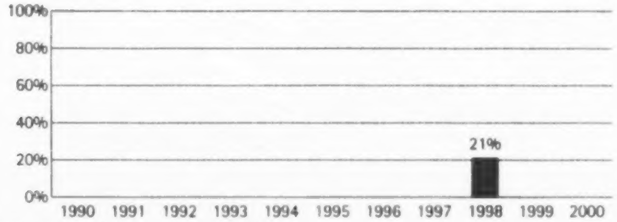
1. Improvement Over Time

Have Alabama's 8th graders improved in reading achievement?

In 1998, 21% of Alabama's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Alabama compare with other states in 8th grade reading achievement in public schools in 1998?

24 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Maryland, North Carolina, Utah	31%
Montana	38%	Colorado, Rhode Island	30%
Minnesota	37%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Massachusetts	36%	Arizona, Texas	28%
Kansas	35%	West Virginia	27%
New York	34%	Tennessee	26%
U.S.,* Oregon, Virginia, Wisconsin	**33%**		
Washington	32%		

11 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Georgia	25%	***Alabama***	**21%**
Nevada, New Mexico	24%	Hawaii, Mississippi	19%
Arkansas, Florida	23%	Louisiana	18%
California, South Carolina	22%		

2 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

District of Columbia	12%	Virgin Islands	10%

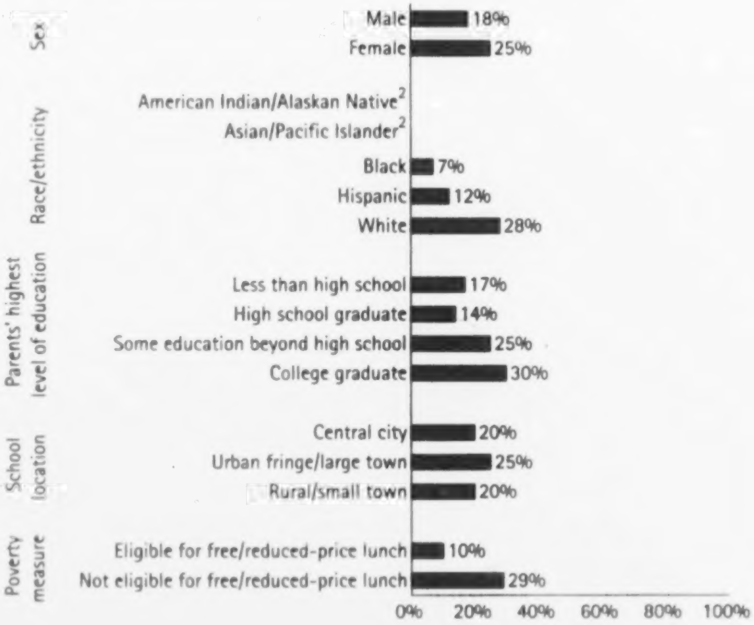
[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Alabama were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

Alaska Reading Grade 4

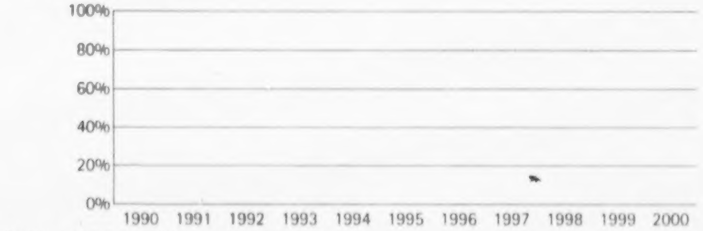
1. Improvement Over Time

Have Alaska's 4th graders improved in reading achievement?

Alaska did not participate in the 4th grade NAEP reading assessments in 1992, 1994, and 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Alaska compare with other states in 4th grade reading achievement in public schools in 1998?

Alaska did not participate in the 4th grade NAEP reading assessment in 1998.

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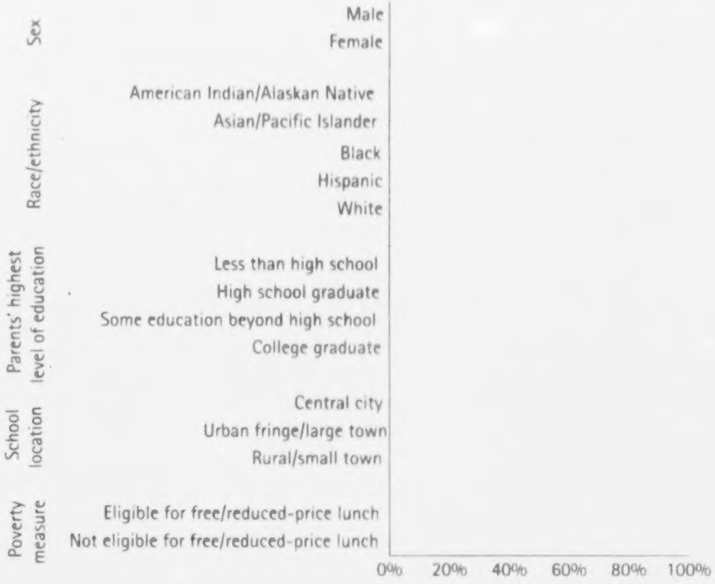
3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Alaska were at or above Proficient on the 1998 NAEP reading assessment?

Alaska did not participate in the 4th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Alaska

1. Improvement Over Time

Have Alaska's 8th graders improved in reading achievement?

Alaska did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons[†]

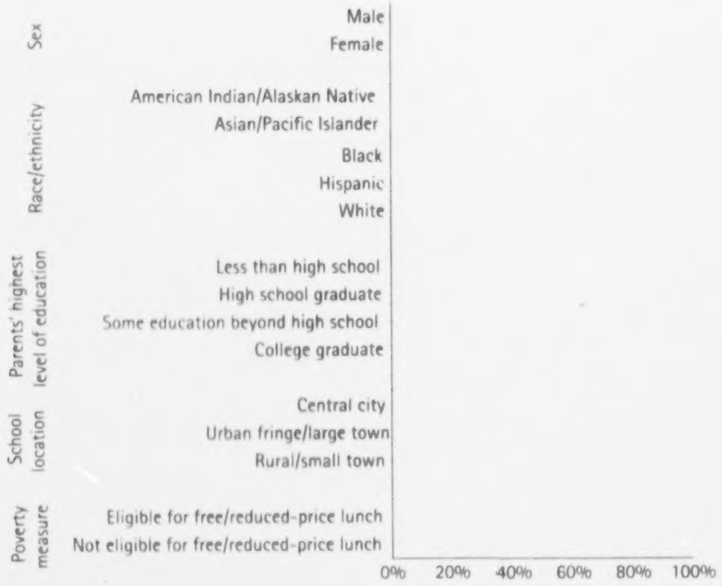
How did Alaska compare with other states in 8th grade reading achievement in public schools in 1998?

Alaska did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Alaska were at or above Proficient on the 1998 NAEP reading assessment?

Alaska did not participate in the 8th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Arizona

Reading Grade 4

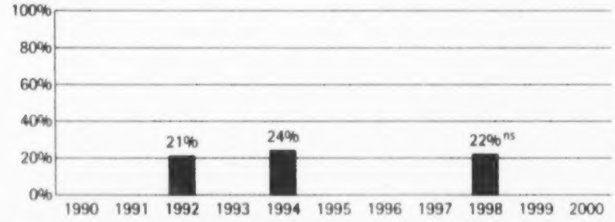
1. Improvement Over Time

Have Arizona's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Arizona compare with other states in 4th grade reading achievement in public schools in 1998?

25 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	***U.S.****	**31%**
New Hampshire	38%	Oklahoma, Virginia, Wyoming	30%
Massachusetts, Montana	37%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Maine, Minnesota	36%		
Iowa	35%		
Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon, Utah	28%
Rhode Island	32%		

11 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Tennessee	25%	Nevada	21%
Alabama, Georgia	24%	California	20%
Arkansas, Florida	23%	Louisiana	19%
Arizona, New Mexico, South Carolina	**22%**		

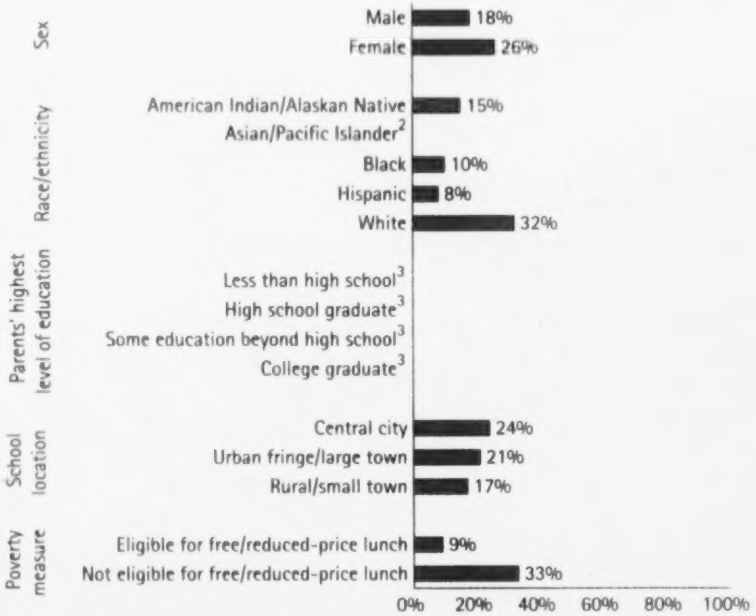
4 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Mississippi	18%	District of Columbia	10%
Hawaii	17%	Virgin Islands	8%

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.
[1] See explanation on pp. 2-3.
* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Arizona were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.
[2] Characteristics of the sample do not permit a reliable estimate.
[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 — Arizona

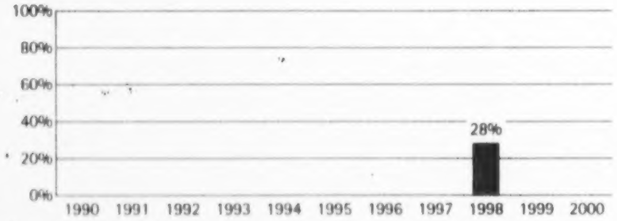
1. Improvement Over Time

Have Arizona's 8th graders improved in reading achievement?

In 1998, 28% of Arizona's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002

2. State Comparisons†

How did Arizona compare with other states in 8th grade reading achievement in public schools in 1998?

6 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Massachusetts	36%
Montana	38%	Kansas	35%
Minnesota	37%	***U.S.***[2]*	**33%**

20 states had similar[1] percentages of students who were at or above Proficient on NAEP:

New York[2]	34%	***Arizona**, Texas*	**28%**
Oregon,[2] Virginia,[2] Wisconsin[2]	33%	West Virginia	27%
Washington	32%	Tennessee	26%
Maryland, North Carolina, Utah	31%	Delaware, Georgia	25%
Colorado, Rhode Island	30%	New Mexico[2]	24%
Kentucky, Missouri, Oklahoma, Wyoming	29%		

11 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Nevada[2]	24%	Hawaii, Mississippi	19%
Arkansas, Florida	23%	Louisiana	18%
California, South Carolina	22%	District of Columbia	12%
Alabama	21%	Virgin Islands	10%

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

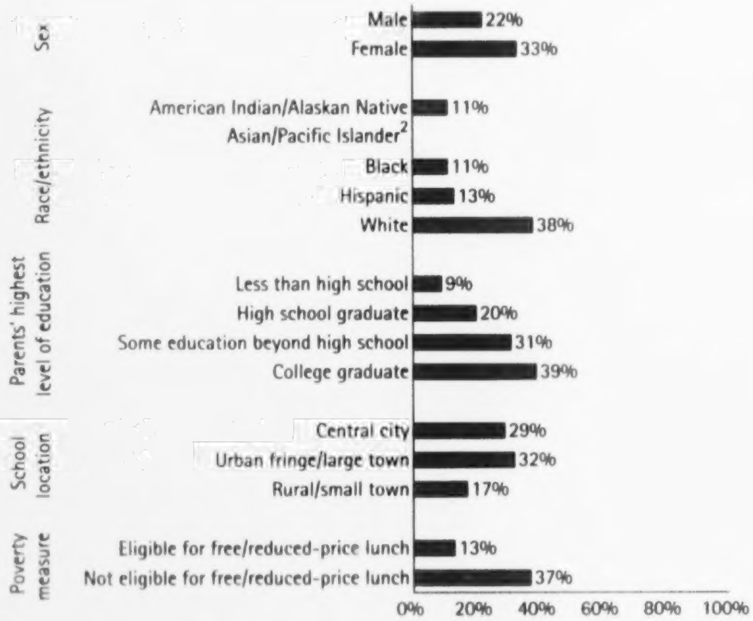
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Arizona were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Arkansas

Reading Grade 4

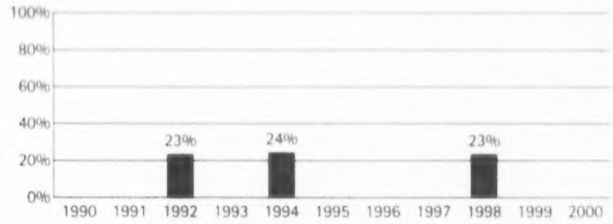
1. Improvement Over Time

Have Arkansas' 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Arkansas compare with other states in 4th grade reading achievement in public schools in 1998?

25 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	***U.S.****	**31%**
New Hampshire	38%	Oklahoma, Virginia, Wyoming	30%
Massachusetts, Montana	37%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Maine, Minnesota	36%		
Iowa	35%		
Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon, Utah	28%
Rhode Island	32%		

10 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Tennessee	25%	Arizona, New Mexico, South Carolina	22%
Alabama, Georgia	24%	Nevada	21%
Arkansas, Florida	**23%**	California	20%

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Louisiana	19%	District of Columbia	10%
Mississippi	18%	Virgin Islands	8%
Hawaii	17%		

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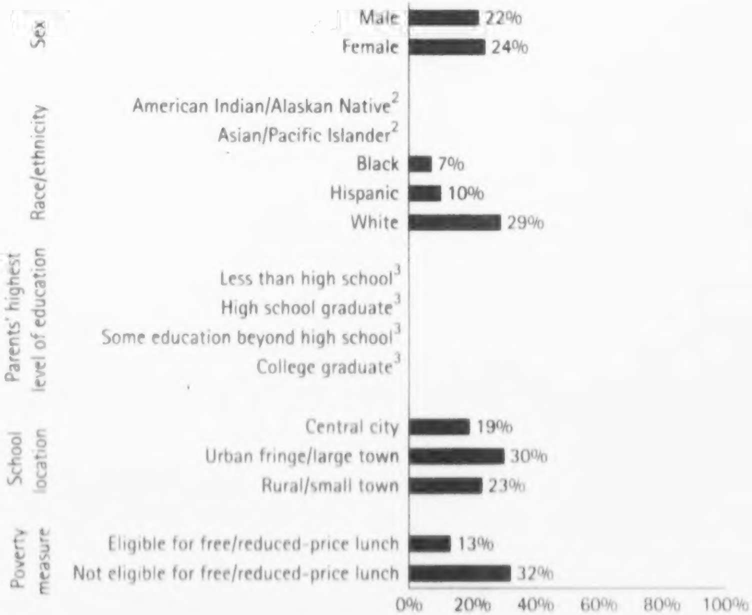
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Arkansas were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

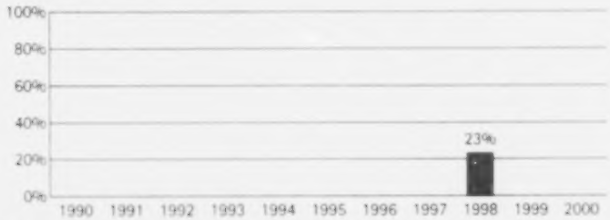
1. Improvement Over Time

Have Arkansas' 8th graders improved in reading achievement?

In 1998, 23% of Arkansas' public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Arkansas compare with other states in 8th grade reading achievement in public schools in 1998?

23 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Washington	32%
Montana	38%	Maryland, North Carolina, Utah	31%
Minnesota	37%	Colorado, Rhode Island	30%
Massachusetts	36%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Kansas	35%		
New York	34%	Arizona, Texas	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	West Virginia	27%

9 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Tennessee	26%	***Arkansas,*** Florida	**23%**
Delaware, Georgia	25%	California, South Carolina	22%
Nevada, New Mexico	24%	Alabama	21%

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Hawaii, Mississippi	19%	District of Columbia	12%
Louisiana	18%	Virgin Islands	10%

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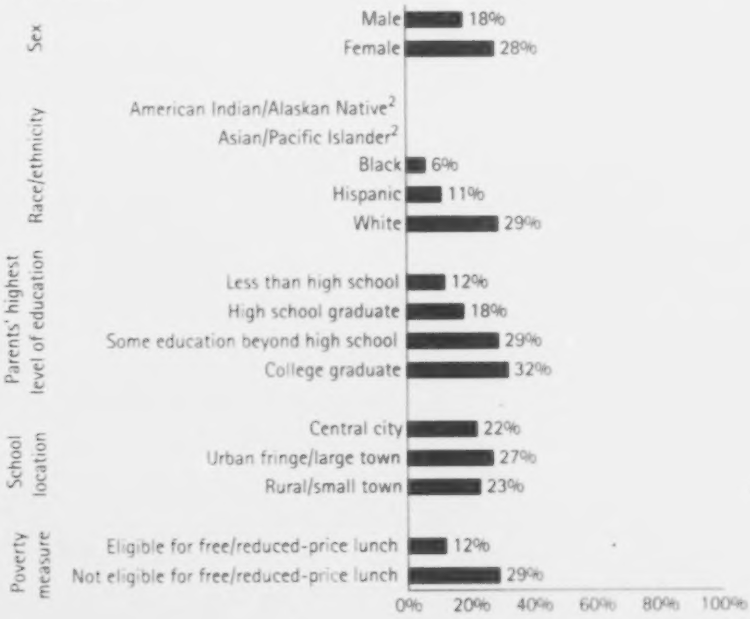
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Arkansas were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

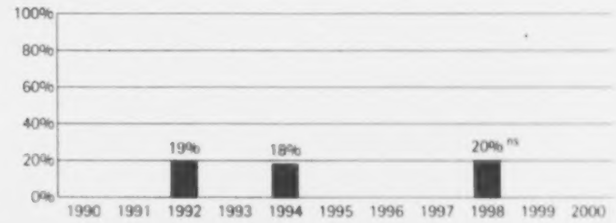
1. Improvement Over Time

Have California's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did California compare with other states in 4th grade reading achievement in public schools in 1998?

27 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Oklahoma, Virginia, Wyoming	30%
New Hampshire	38%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Massachusetts, Montana	37%		
Maine, Minnesota	36%		
Iowa	35%	Michigan, North Carolina, Oregon, Utah	28%
Colorado, Kansas, Wisconsin	34%		
Rhode Island	32%	Delaware, Tennessee	25%
U.S.*	**31%**		

11 states had similar[1] percentages of students who were at or above Proficient on NAEP:

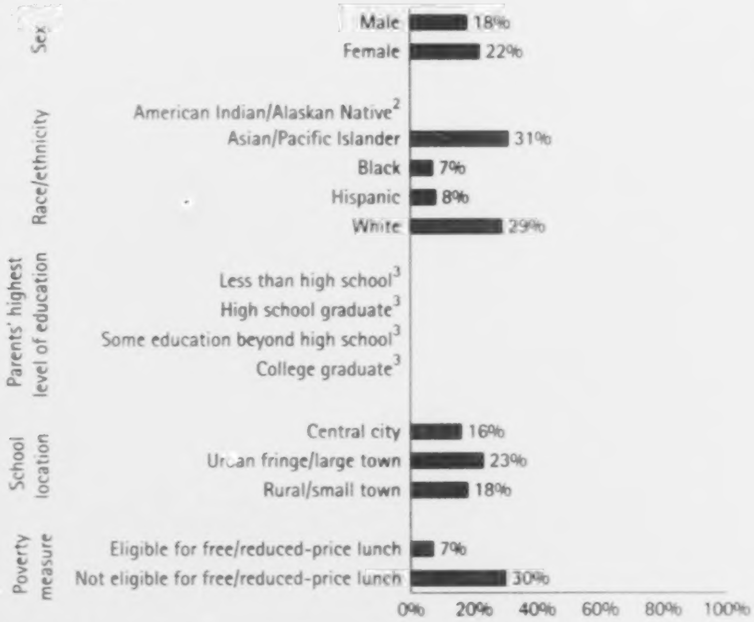
Alabama, Georgia	24%	***California***	**20%**
Arkansas, Florida	23%	Louisiana	19%
Arizona, New Mexico, South Carolina	22%	Mississippi	18%
Nevada	21%	Hawaii	17%

2 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

District of Columbia	10%	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in California were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 California

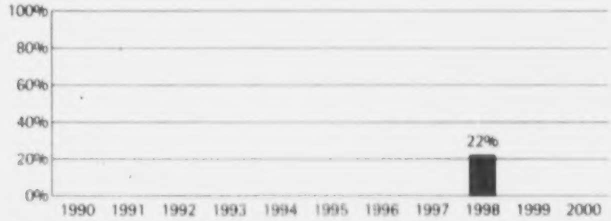
1. Improvement Over Time

Have California's 8th graders improved in reading achievement?

In 1998, 22% of California's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did California compare with other states in 8th grade reading achievement in public schools in 1998?

23 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Washington	32%
Montana	38%	Maryland, North Carolina, Utah	31%
Minnesota	37%	Colorado, Rhode Island	30%
Massachusetts	36%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Kansas	35%		
New York	34%	Arizona, Texas	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	West Virginia	27%

12 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Tennessee	26%	***California***, South Carolina	**22%**
Delaware, Georgia	25%	Alabama	21%
Nevada, New Mexico	24%	Hawaii, Mississippi	19%
Arkansas, Florida	23%	Louisiana	18%

2 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

District of Columbia	12%	Virgin Islands	10%

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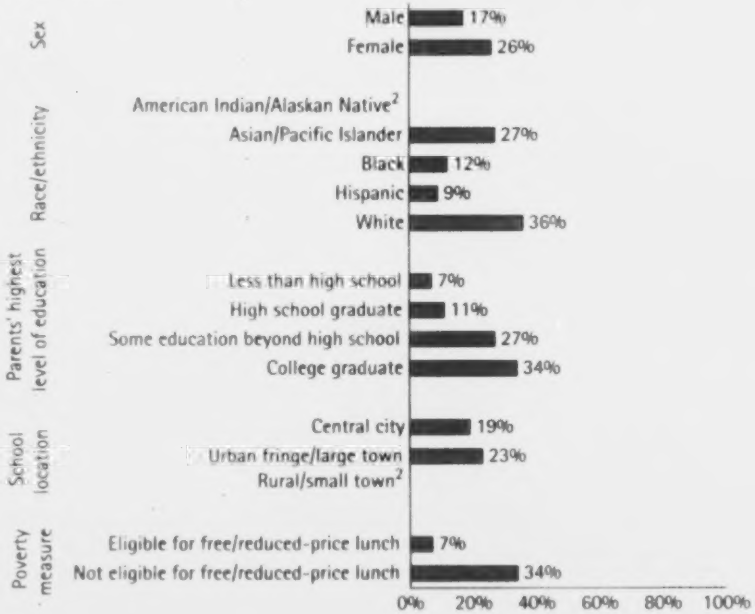
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in California were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Colorado Reading Grade 4

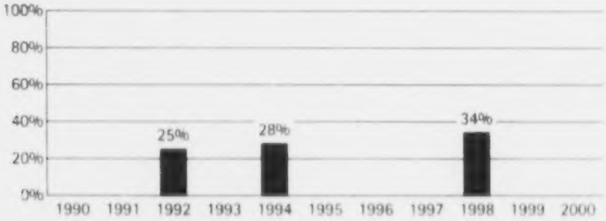
1. Improvement Over Time ☆

Have Colorado's 4th graders improved in reading achievement?

Yes. The percentage of Colorado's public school 4th graders who met the Goals Panel's performance standard in reading increased from 25% in 1992, to 34% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Colorado compare with other states in 4th grade reading achievement in public schools in 1998?

1 state had a significantly higher¹ percentage of students who were at or above Proficient on NAEP:

Connecticut	46%

19 states had similar¹ percentages of students who were at or above Proficient on NAEP:

New Hampshire	38%	***U.S.****	**31%**
Massachusetts, Montana	37%	Oklahoma, Virginia, Wyoming	30%
Maine, Minnesota	36%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Iowa	35%		
Colorado, Kansas, Wisconsin	**34%**		
Rhode Island	32%		

20 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Michigan, North Carolina, Oregon, Utah	28%	California	20%
		Louisiana	19%
Delaware, Tennessee	25%	Mississippi	18%
Alabama, Georgia	24%	Hawaii	17%
Arkansas, Florida	23%	District of Columbia	10%
Arizona, New Mexico, South Carolina	22%	Virgin Islands	8%
Nevada	21%		

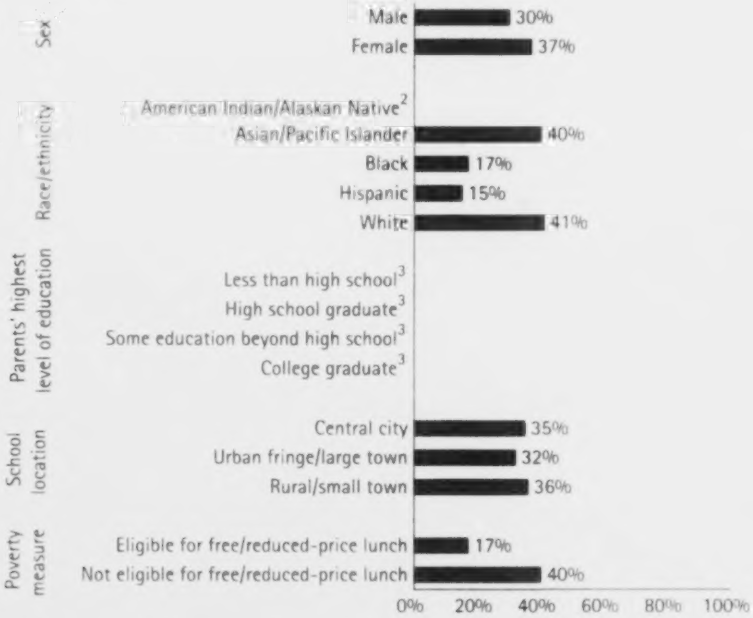
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Colorado were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

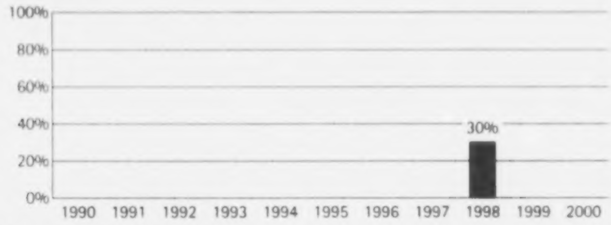
1. Improvement Over Time

Have Colorado's 8th graders improved in reading achievement?

In 1998, 30% of Colorado's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Colorado compare with other states in 8th grade reading achievement in public schools in 1998?

4 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Minnesota	37%
Montana	38%		

19 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Massachusetts	36%	***Colorado,*** Rhode Island	**30%**
Kansas	35%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%	Arizona, Texas	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	West Virginia	27%
Washington	32%	Tennessee	26%
Maryland, North Carolina, Utah	31%		

14 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Georgia	25%	Hawaii, Mississippi	19%
Nevada, New Mexico	24%	Louisiana	18%
Arkansas, Florida	23%	District of Columbia	12%
California, South Carolina	22%	Virgin Islands	10%
Alabama	21%		

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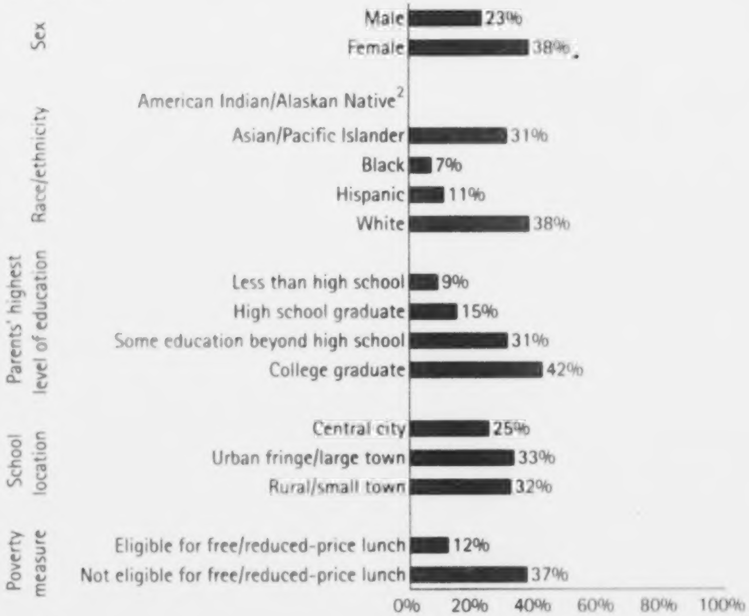
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Colorado were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Connecticut

Reading Grade 4

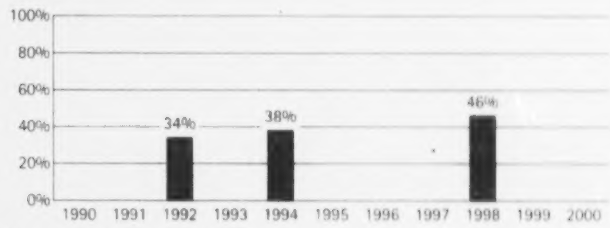
1. Improvement Over Time ☆

Have Connecticut's 4th graders improved in reading achievement?

Yes. The percentage of Connecticut's public school 4th graders who met the Goals Panel's performance standard in reading increased from 34% in 1992, to 46% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Connecticut compare with other states in 4th grade reading achievement in public schools in 1998?

3 states had similar¹ percentages of students who were at or above Proficient on NAEP:

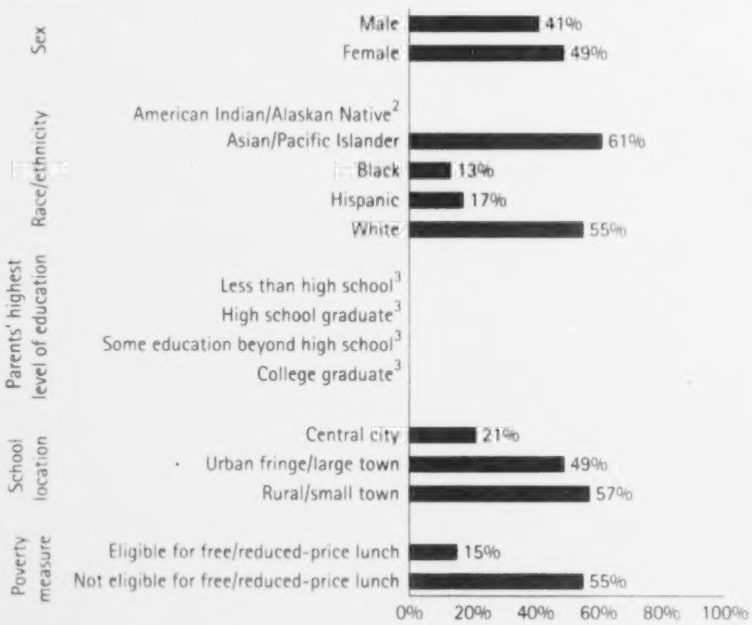
Connecticut	**46%**	Massachusetts, Montana	37%
New Hampshire	38%		

37 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Maine, Minnesota	36%	Delaware, Tennessee	25%
Iowa	35%	Alabama, Georgia	24%
Colorado, Kansas, Wisconsin	34%	Arkansas, Florida	23%
Rhode Island	32%	Arizona, New Mexico, South Carolina	22%
U.S.*	**31%**	Nevada	21%
Oklahoma, Virginia, Wyoming	30%	California	20%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Louisiana	19%
		Mississippi	18%
		Hawaii	17%
Michigan, North Carolina, Oregon, Utah	28%	District of Columbia	10%
		Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Connecticut were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 — Connecticut

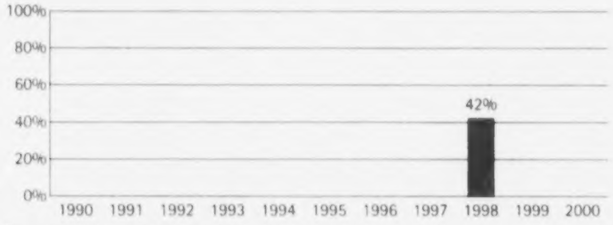
1. Improvement Over Time

Have Connecticut's 8th graders improved in reading achievement?

In 1998, 42% of Connecticut's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Connecticut compare with other states in 8th grade reading achievement in public schools in 1998?

4 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	**42%**	Minnesota	37%
Montana	38%	Massachusetts	36%

33 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Kansas	35%	Tennessee	26%
New York	34%	Delaware, Georgia	25%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	Nevada, New Mexico	24%
Washington	32%	Arkansas, Florida	23%
Maryland, North Carolina, Utah	31%	California, South Carolina	22%
Colorado, Rhode Island	30%	Alabama	21%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Hawaii, Mississippi	19%
		Louisiana	18%
Arizona, Texas	28%	District of Columbia	12%
West Virginia	27%	Virgin Islands	10%

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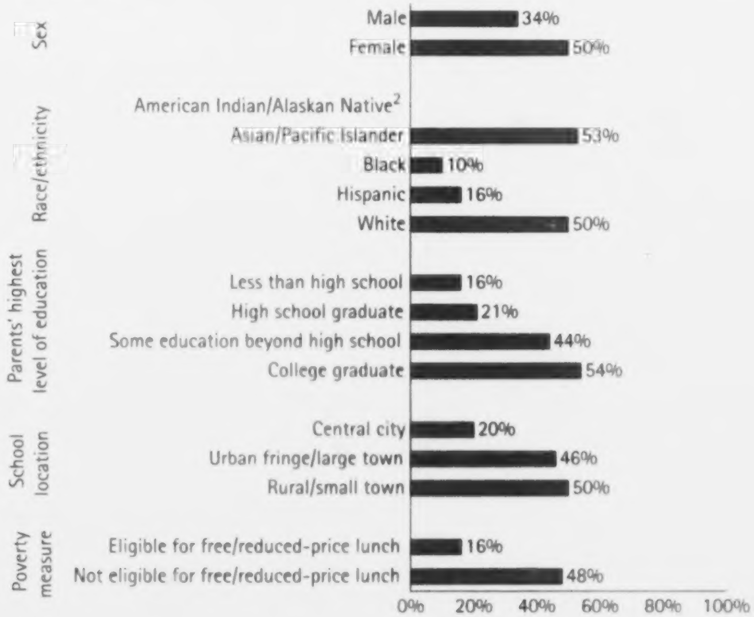
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Connecticut were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

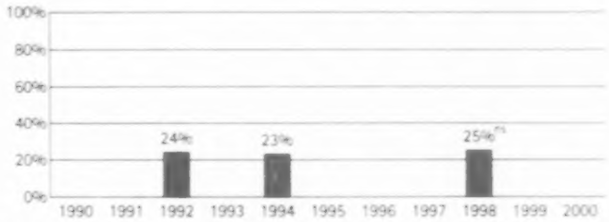
1. Improvement Over Time

Have Delaware's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons*

How did Delaware compare with other states in 4th grade reading achievement in public schools in 1998?

13 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Colorado, Kansas, Wisconsin	34%
New Hampshire	38%	Rhode Island	32%
Massachusetts, Montana	37%	***U.S.***	**31%**
Maine, Minnesota	36%	Oklahoma,[2] Virginia[2]	30%
Iowa	35%		

20 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Wyoming[2]	30%	***Delaware,*** Tennessee	**25%**
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Alabama, Georgia	24%
		Arkansas, Florida	23%
		Arizona, New Mexico, South Carolina	22%
Michigan, North Carolina, Oregon, Utah	28%		

7 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Nevada	21%	Hawaii	17%
California	20%	District of Columbia	10%
Louisiana	19%	Virgin Islands	8%
Mississippi	18%		

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* The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

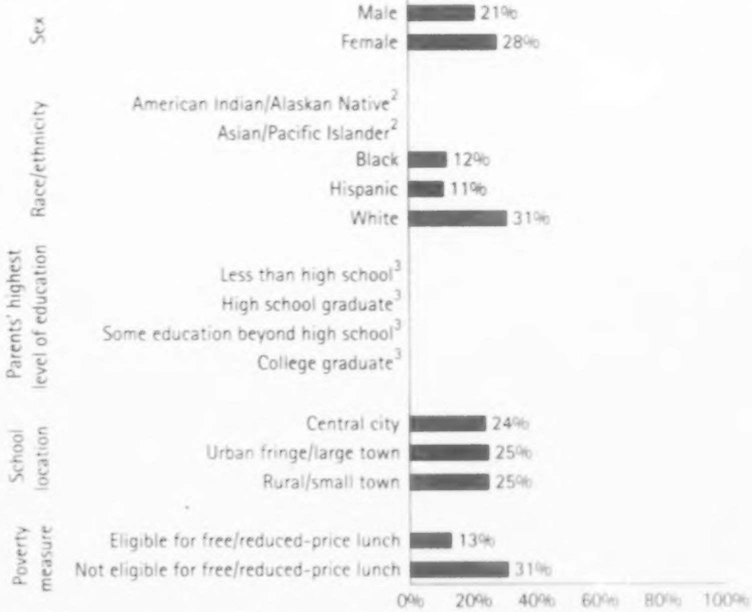
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Delaware were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

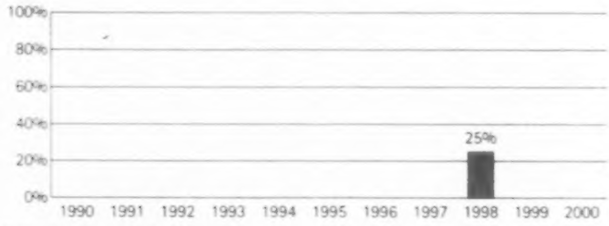
1. Improvement Over Time

Have Delaware's 8th graders improved in reading achievement?

In 1998, 25% of Delaware's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Delaware compare with other states in 8th grade reading achievement in public schools in 1998?

16 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	New York	34%
Montana	38%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Minnesota	37%	Washington	32%
Massachusetts	36%	Maryland, North Carolina, Utah	31%
Kansas	35%	Colorado, Rhode Island	30%

16 states had similar[1] percentages of students who were at or above Proficient on NAEP:

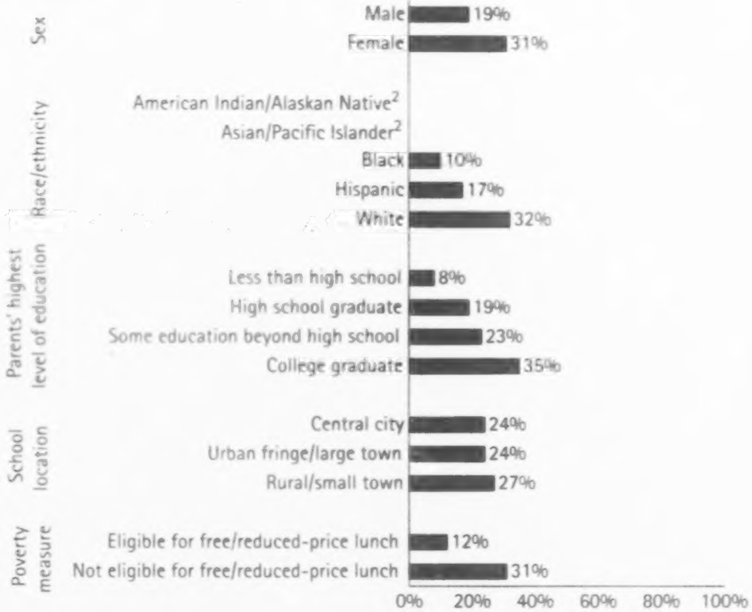
Kentucky, Missouri, Oklahoma, Wyoming	29%	***Delaware***, Georgia	**25%**
		Nevada, New Mexico	24%
Arizona, Texas	28%	Arkansas, Florida	23%
West Virginia	27%	California, South Carolina	22%
Tennessee	26%	Alabama	21%

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Hawaii, Mississippi	19%	District of Columbia	12%
Louisiana	18%	Virgin Islands	10%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Delaware were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

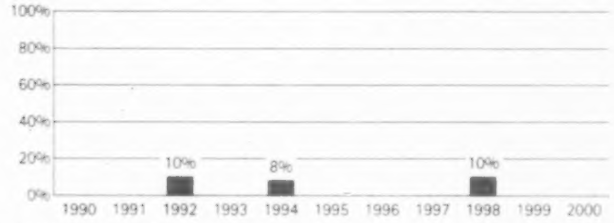
1. Improvement Over Time

Have the District of Columbia's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did the District of Columbia compare with other states in 4th grade reading achievement in public schools in 1998?

39 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

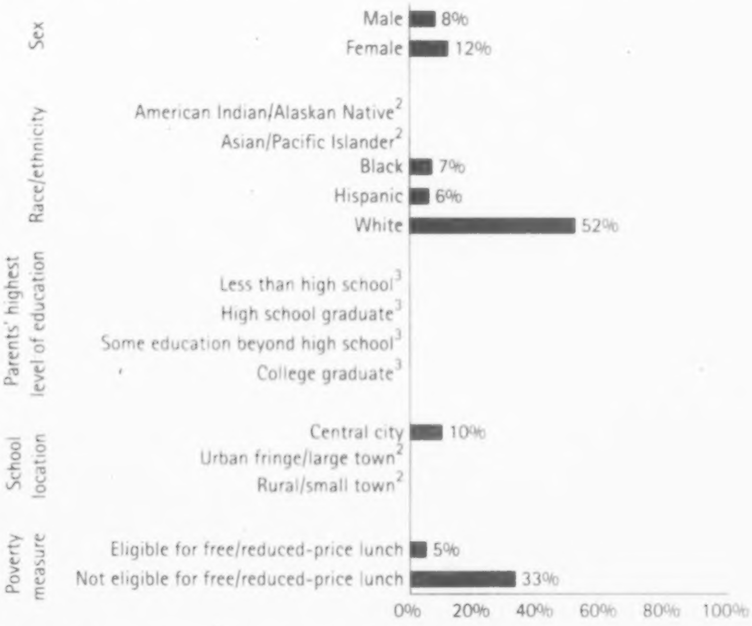
Connecticut	46%	Michigan, North Carolina, Oregon, Utah	28%
New Hampshire	38%	Delaware, Tennessee	25%
Massachusetts, Montana	37%	Alabama, Georgia	24%
Maine, Minnesota	36%	Arkansas, Florida	23%
Iowa	35%	Arizona, New Mexico, South Carolina	22%
Colorado, Kansas, Wisconsin	34%	Nevada	21%
Rhode Island	32%	California	20%
U.S.*	**31%**	Louisiana	19%
Oklahoma, Virginia, Wyoming	30%	Mississippi	18%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Hawaii	17%

1 state had a similar[1] percentage of students who were at or above Proficient on NAEP:

District of Columbia	**10%**	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in the District of Columbia were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

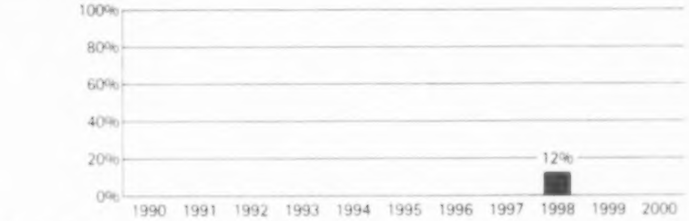
1. Improvement Over Time

Have the District of Columbia's 8th graders improved in reading achievement?

In 1998, 12% of the District of Columbia's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did the District of Columbia compare with other states in 8th grade reading achievement in public schools in 1998?

36 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

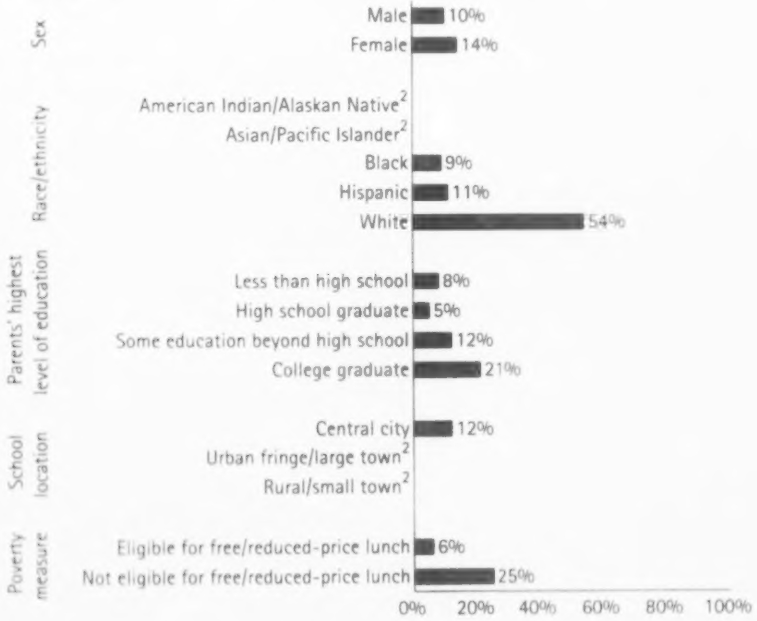
Connecticut, Maine	42%	Arizona, Texas	28%
Montana	38%	West Virginia	27%
Minnesota	37%	Tennessee	26%
Massachusetts	36%	Delaware, Georgia	25%
Kansas	35%	Nevada, New Mexico	24%
New York	34%	Arkansas, Florida	23%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	California, South Carolina	22%
Washington	32%	Alabama	21%
Maryland, North Carolina, Utah	31%	Hawaii, Mississippi	19%
Colorado, Rhode Island	30%	Louisiana	18%
Kentucky, Missouri, Oklahoma, Wyoming	29%		

1 state had a similar[1] percentage of students who were at or above Proficient on NAEP:

District of Columbia	**12%**	Virgin Islands	10%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in the District of Columbia were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

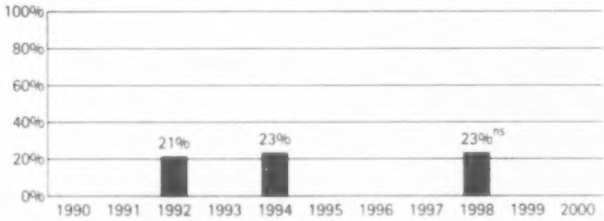
1. Improvement Over Time

Have Florida's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Florida compare with other states in 4th grade reading achievement in public schools in 1998?

25 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	***U.S.****	**31%**
New Hampshire	38%	Oklahoma, Virginia, Wyoming	30%
Massachusetts, Montana	37%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Maine, Minnesota	36%		
Iowa	35%		
Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon, Utah	28%
Rhode Island	32%		

10 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Tennessee	25%	Arizona, New Mexico, South Carolina	22%
Alabama, Georgia	24%	Nevada	21%
Florida, Arkansas	**23%**	California	20%

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Louisiana	19%	District of Columbia	10%
Mississippi	18%	Virgin Islands	8%
Hawaii	17%		

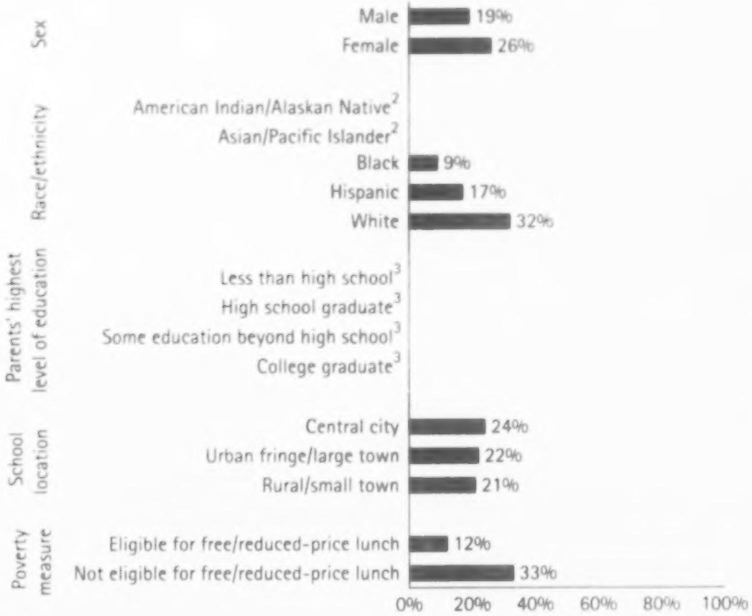
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Florida were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Florida

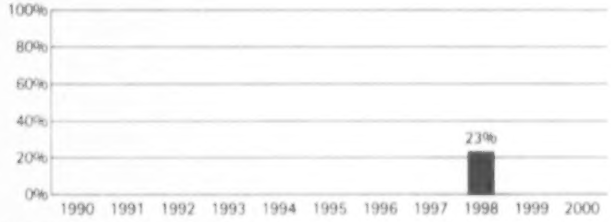
1. Improvement Over Time

Have Florida's 8th graders improved in reading achievement?

In 1998, 23% of Florida's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Florida compare with other states in 8th grade reading achievement in public schools in 1998?

21 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Washington	32%
Montana	38%	Maryland, North Carolina, Utah	31%
Minnesota	37%	Colorado, Rhode Island	30%
Massachusetts	36%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Kansas	35%	Arizona[2]	28%
New York	34%		
U.S.,* Oregon, Virginia, Wisconsin	**33%**		

11 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Texas[2]	28%	Nevada, New Mexico	24%
West Virginia	27%	***Florida***, Arkansas	**23%**
Tennessee	26%	California, South Carolina	22%
Delaware, Georgia	25%	Alabama	21%

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Hawaii, Mississippi	19%	District of Columbia	12%
Louisiana	18%	Virgin Islands	10%

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

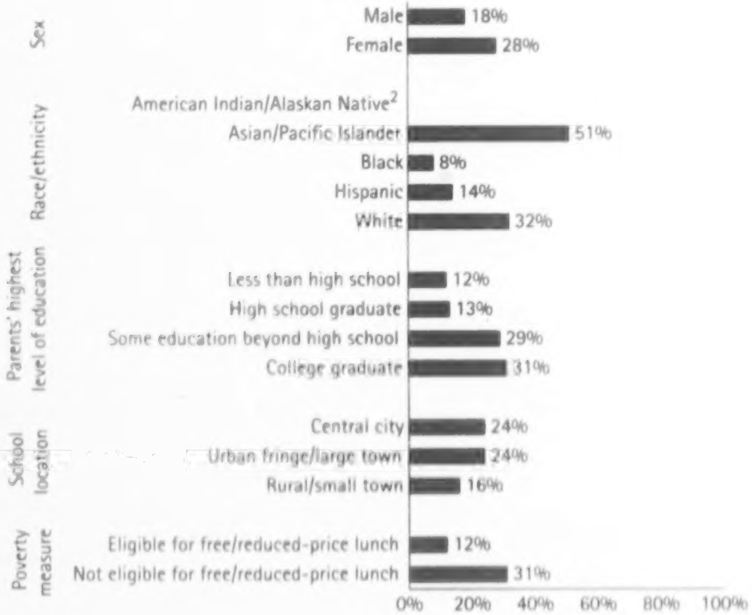
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Florida were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Georgia

Reading Grade 4

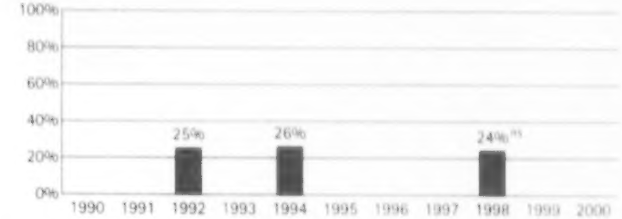
1. Improvement Over Time

Have Georgia's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Georgia compare with other states in 4th grade reading achievement in public schools in 1998?

13 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Colorado, Kansas, Wisconsin	34%
New Hampshire	38%	Rhode Island	32%
Massachusetts, Montana	37%	***U.S.[*]***	**31%**
Maine, Minnesota	36%	Oklahoma,[2] Virginia[2]	30%
Iowa	35%		

22 states had similar[1] percentages of students who were at or above Proficient on NAEP:

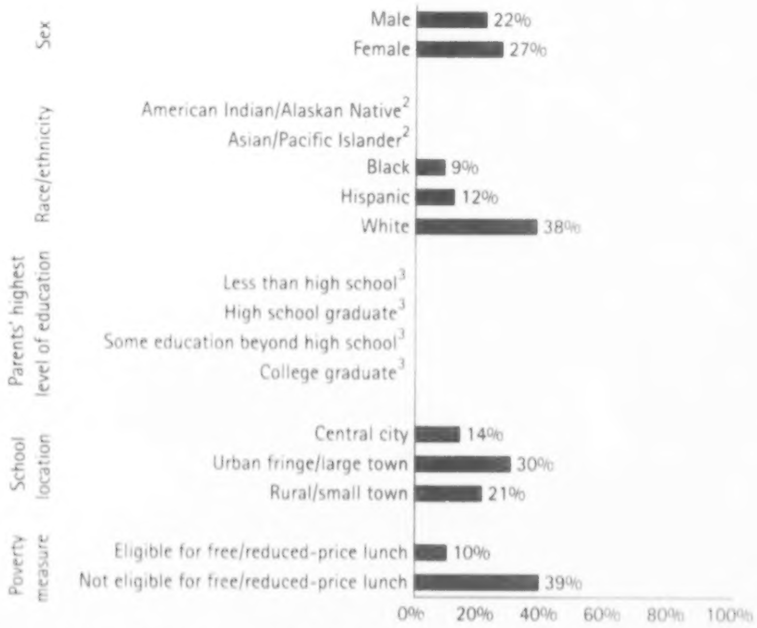
Wyoming[2]	30%	Delaware, Tennessee	25%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	***Georgia,*** Alabama	**24%**
		Arkansas, Florida	23%
		Arizona, New Mexico, South Carolina	22%
Michigan, North Carolina, Oregon, Utah	28%	Nevada	21%
		California	20%

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Louisiana	19%	District of Columbia	10%
Mississippi	18%	Virgin Islands	8%
Hawaii	17%		

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Georgia were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

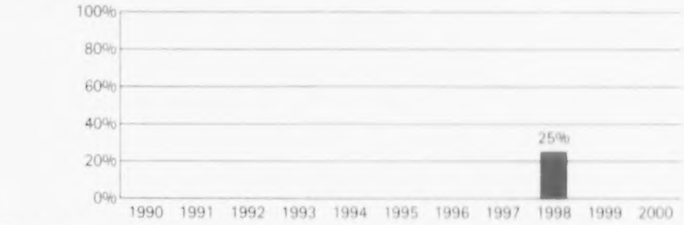
1. Improvement Over Time

Have Georgia's 8th graders improved in reading achievement?

In 1998, 25% of Georgia's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons*

How did Georgia compare with other states in 8th grade reading achievement in public schools in 1998?

14 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	New York	34%
Montana	38%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Minnesota	37%	Washington	32%
Massachusetts	36%	North Carolina,[2] Utah[2]	31%
Kansas	35%	Rhode Island[2]	30%

18 states had similar[1] percentages of students who were at or above Proficient on NAEP:

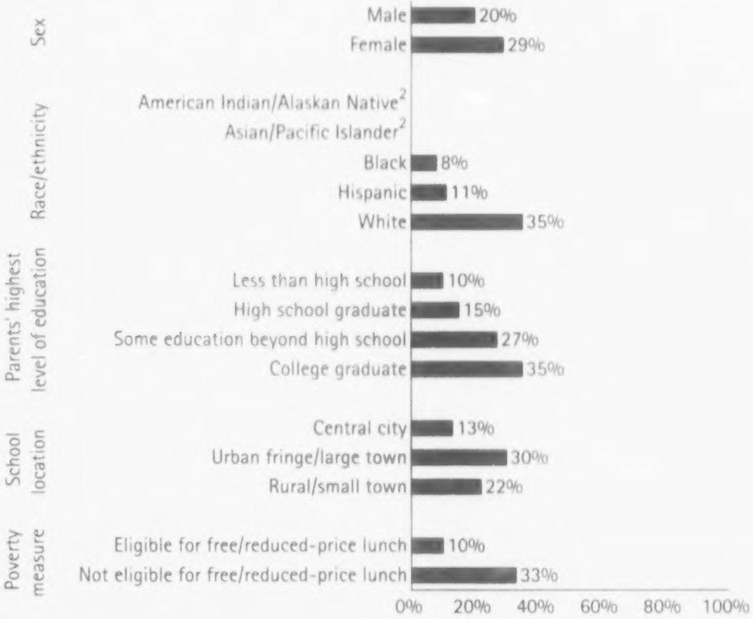
Maryland[2]	31%	***Georgia,*** Delaware	**25%**
Colorado[2]	30%	Nevada, New Mexico	24%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Arkansas, Florida	23%
Arizona, Texas	28%	California, South Carolina	22%
West Virginia	27%	Alabama	21%
Tennessee	26%		

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Hawaii, Mississippi	19%	District of Columbia	12%
Louisiana	18%	Virgin Islands	10%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Georgia were at or above Proficient on the 1998 NAEP reading assessment?



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* The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Hawaii — Reading Grade 4

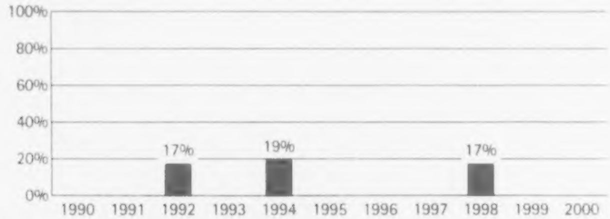
1. Improvement Over Time

Have Hawaii's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Hawaii compare with other states in 4th grade reading achievement in public schools in 1998?

35 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
New Hampshire	38%	Michigan, North Carolina, Oregon, Utah	28%
Massachusetts, Montana	37%	Delaware, Tennessee	25%
Maine, Minnesota	36%	Alabama, Georgia	24%
Iowa	35%	Arkansas, Florida	23%
Colorado, Kansas, Wisconsin	34%	Arizona, New Mexico, South Carolina	22%
Rhode Island	32%	Nevada	21%
*U.S.**	**31%**		
Oklahoma, Virginia, Wyoming	30%		

3 states had similar[1] percentages of students who were at or above Proficient on NAEP:

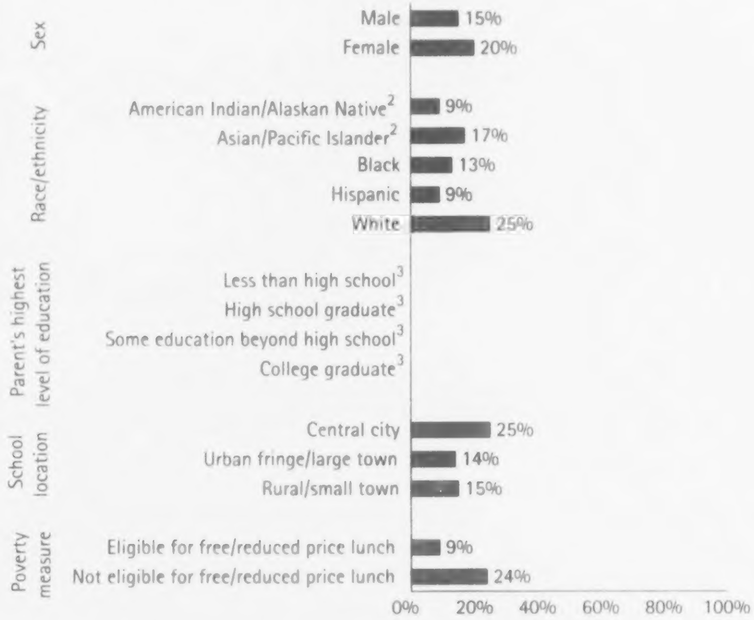
California	20%	Mississippi	18%
Louisiana	19%	***Hawaii***	**17%**

2 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

District of Columbia	10%	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Hawaii were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Hawaii

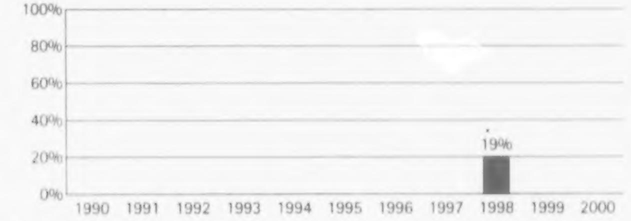
1. Improvement Over Time

Have Hawaii's 8th graders improved in reading achievement?

In 1998, 19% of Hawaii's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP **reading assessment**



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Hawaii compare with other states in 8th grade reading achievement in public schools in 1998?

31 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Montana	38%	Arizona, Texas	28%
Minnesota	37%	West Virginia	27%
Massachusetts	36%	Tennessee	26%
Kansas	35%	Delaware, Georgia	25%
New York	34%	Nevada, New Mexico	24%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	Arkansas, Florida	23%
Washington	32%	South Carolina[2]	22%
Maryland, North Carolina, Utah	31%		
Colorado, Rhode Island	30%		

4 states had similar[1] percentages of students who were at or above Proficient on NAEP:

California[2]	22%	***Hawaii,*** Mississippi	**19%**
Alabama	21%	Louisiana	18%

2 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

District of Columbia	12%	Virgin Islands	10%

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

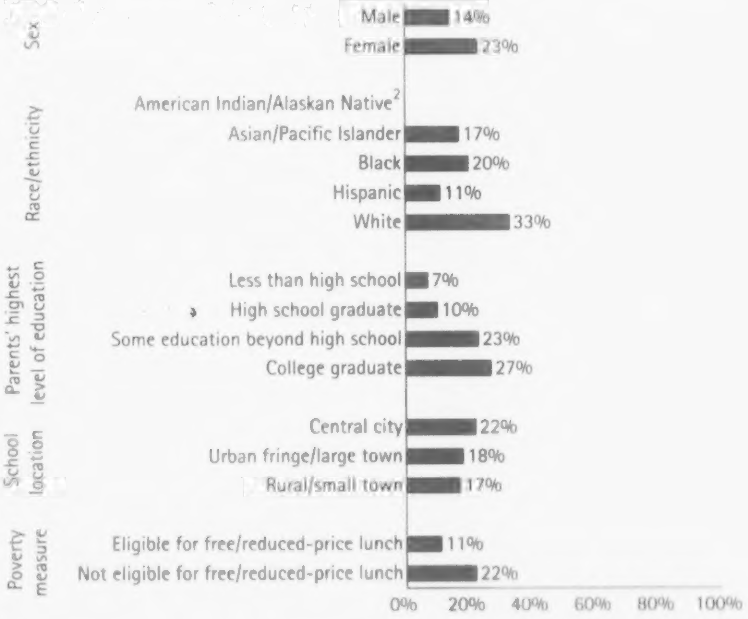
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Hawaii were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Idaho

Reading Grade 4

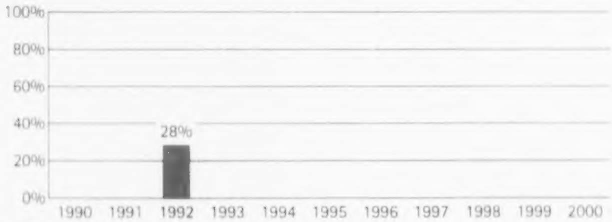
1. Improvement Over Time

Have Idaho's 4th graders improved in reading achievement?

In 1992, 28% of Idaho's public school 4th graders met the Goals Panel's performance standard in reading. Idaho did not participate in the 4th grade NAEP reading assessments in 1994 and 1998. Reading will be assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

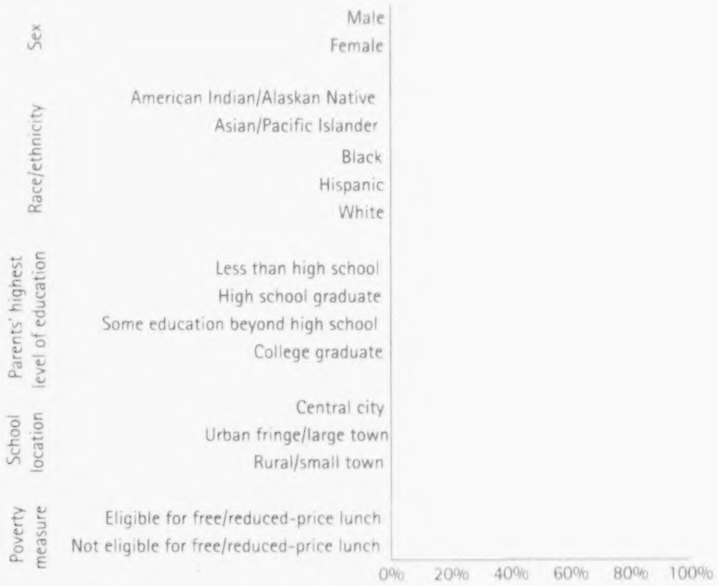
How did Idaho compare with other states in 4th grade reading achievement in public schools in 1998?

Idaho did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Idaho were at or above Proficient on the 1998 NAEP reading assessment?

Idaho did not participate in the 4th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

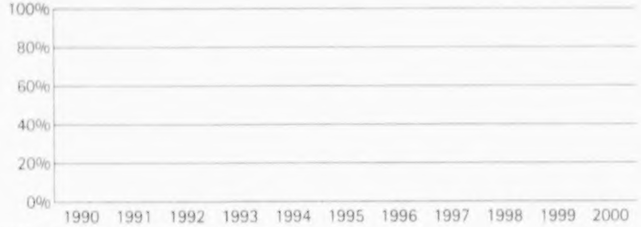
1. Improvement Over Time

Have Idaho's 8th graders improved in reading achievement?

Idaho did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

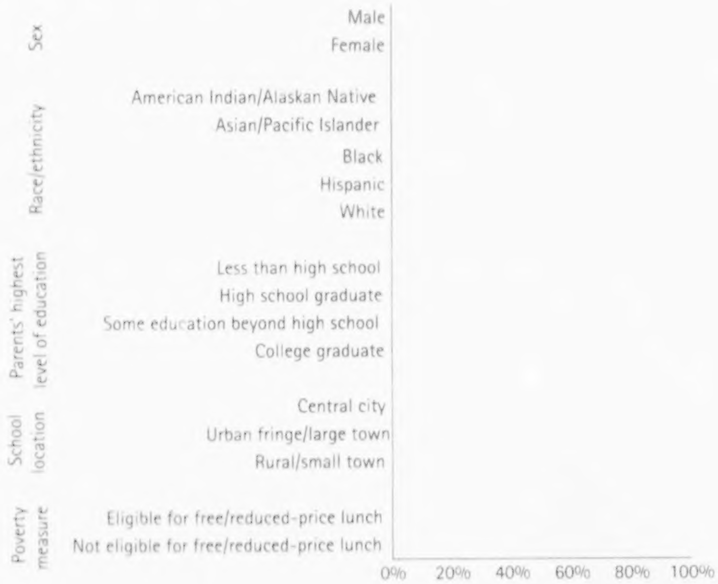
How did Idaho compare with other states in 8th grade reading achievement in public schools in 1998?

Idaho did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Idaho were at or above Proficient on the 1998 NAEP reading assessment?

Idaho did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Illinois

Reading Grade 4

1. Improvement Over Time

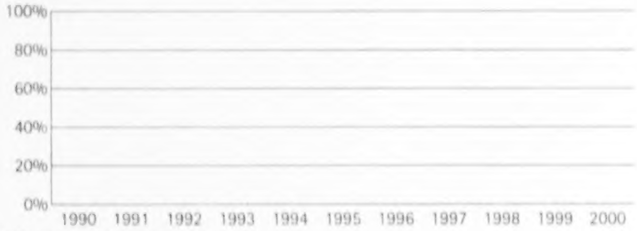
Have Illinois' 4th graders improved in reading achievement?

Illinois did not participate in the 4th grade NAEP reading in 1992 and 1994.

Illinois did participate in the NAEP reading in 1998, but did not meet the minimum school participation guidelines for public schools. Therefore, Illinois' results were not released.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP **reading assessment**



Reading performance will be tested again in 2002.

2. State Comparisons[†]

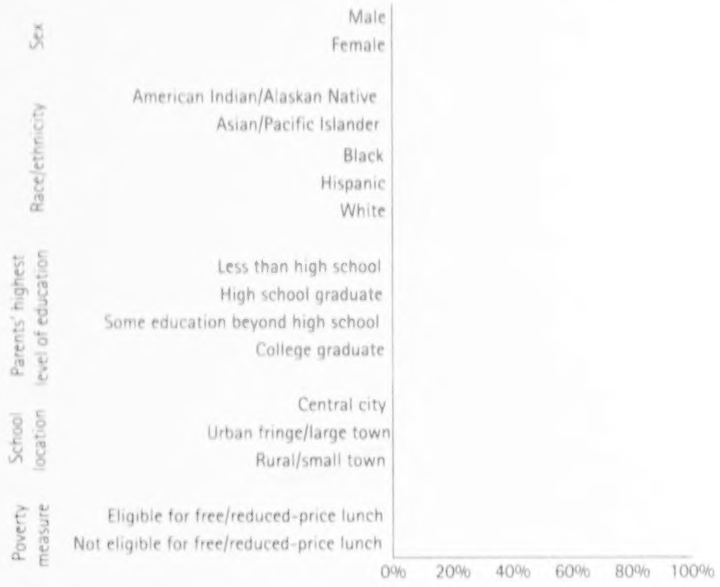
How did Illinois compare with other states in 4th grade reading achievement in public schools in 1998?

Illinois did participate in NAEP reading in 1998, but did not meet the minimum school participation guidelines for public schools. Therefore, Illinois' results were not released.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Illinois were at or above Proficient on the 1998 NAEP reading assessment?

Illinois did participate in NAEP reading in 1998, but did not meet the minimum school participation guidelines for public schools. Therefore, Illinois' results were not released.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Reading Grade 8

Illinois

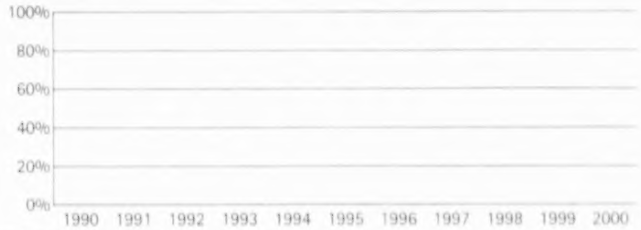
1. Improvement Over Time

Have Illinois' 8th graders improved in reading achievement?

Illinois did participate in NAEP reading in 1998, but did not meet the minimum school participation guidelines for public schools. Therefore, Illinois' results were not released.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

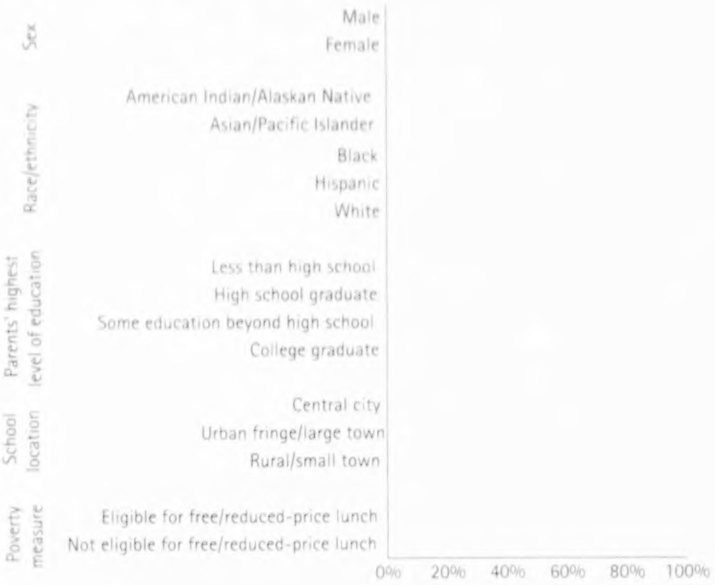
How did Illinois compare with other states in 8th grade reading achievement in public schools in 1998?

Illinois did participate in NAEP reading in 1998, but did not meet the minimum school participation guidelines for public schools. Therefore, Illinois' results were not released.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Illinois were at or above Proficient on the 1998 NAEP reading assessment?

Illinois did participate in NAEP reading in 1998, but did not meet the minimum school participation guidelines for public schools. Therefore, Illinois' results were not released.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Indiana

Reading Grade 4

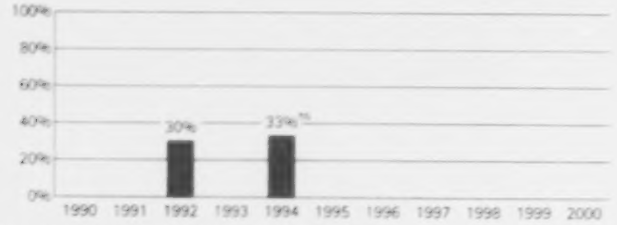
1. Improvement Over Time

Have Indiana's 8th graders improved in reading achievement?

Not yet. Between 1992 and 1994, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading. Indiana did not participate in the 4th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

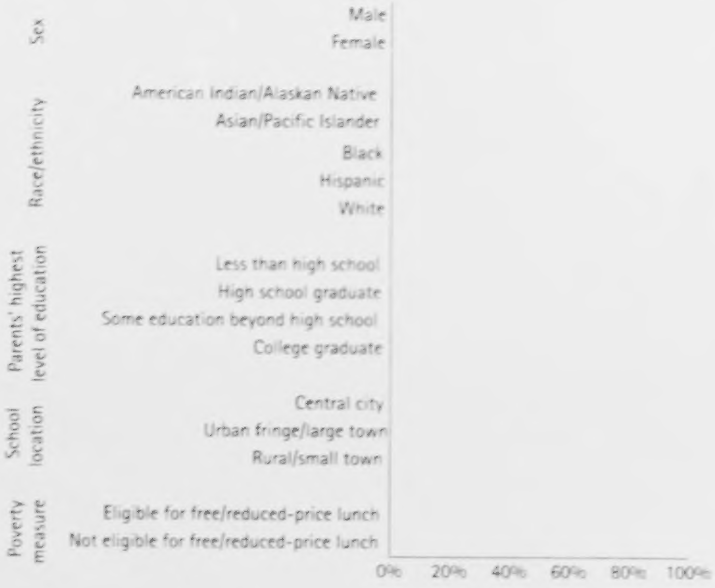
How did Indiana compare with other states in 4th grade reading achievement in public schools in 1998?

Indiana did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Indiana were at or above Proficient on the 1998 NAEP reading assessment?

Indiana did not participate in the 4th grade NAEP reading assessment in 1998.



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[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

1. Improvement Over Time

Have Indiana's 8th graders improved in reading achievement?

Indiana did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons†

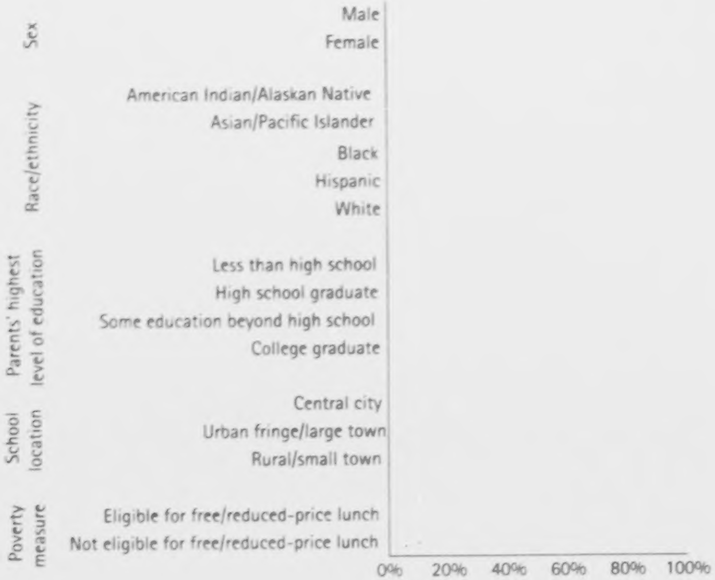
How did Indiana compare with other states in 8th grade reading achievement in public schools in 1998?

Indiana did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Indiana were at or above Proficient on the 1998 NAEP reading assessment?

Indiana did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Iowa

Reading Grade 4

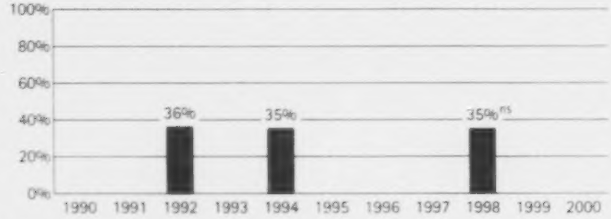
1. Improvement Over Time

Have Iowa's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Iowa compare with other states in 4th grade reading achievement in public schools in 1998?

1 state had a significantly higher[1] percentage of students who were at or above Proficient on NAEP:

Connecticut	46%

12 states had similar[1] percentages of students who were at or above Proficient on NAEP:

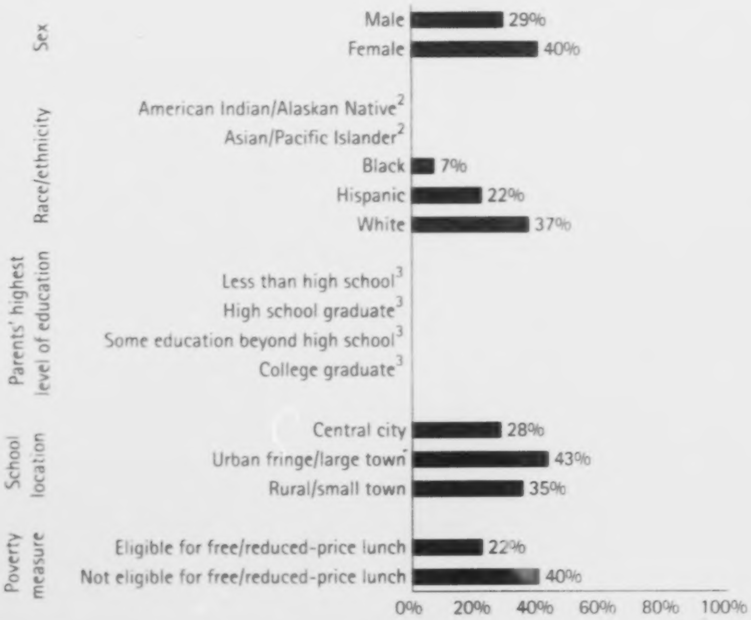
New Hampshire	38%	Colorado, Kansas, Wisconsin	34%
Massachusetts, Montana	37%	Rhode Island	32%
Maine, Minnesota	36%	***U.S.****	**31%**
Iowa	**35%**	Oklahoma, Wyoming, Virginia	30%

27 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Arizona, New Mexico, South Carolina	22%
		Nevada	21%
		California	20%
Michigan, North Carolina, Oregon, Utah	28%	Louisiana	19%
		Mississippi	18%
Delaware, Tennessee	25%	Hawaii	17%
Alabama, Georgia	24%	District of Columbia	10%
Arkansas, Florida	23%	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Iowa were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

1. Improvement Over Time

Have Iowa's 8th graders improved in reading achievement?

Iowa did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons[†]

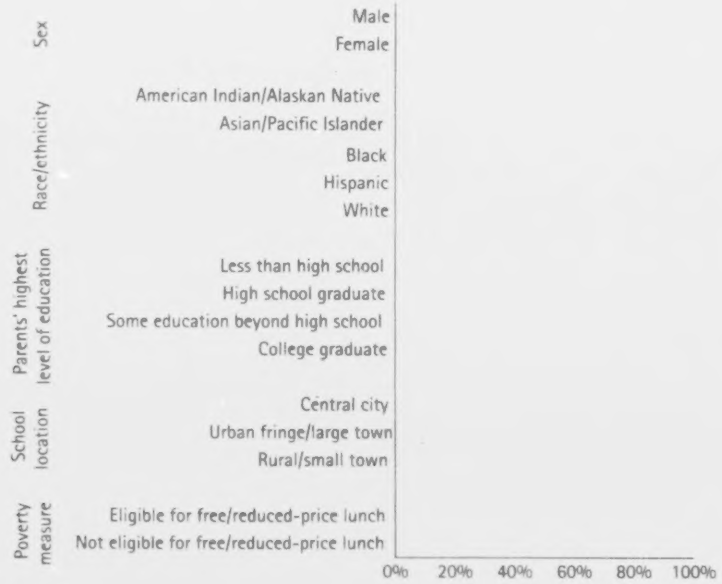
How did Iowa compare with other states in 8th grade reading achievement in public schools in 1998?

Iowa did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Iowa were at or above Proficient on the 1998 NAEP reading assessment?

Iowa did not participate in the 8th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Kansas　Reading Grade 4

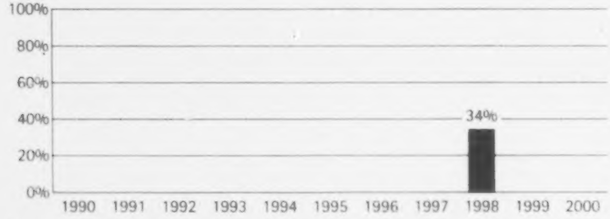
1. Improvement Over Time

Have Kansas' 4th graders improved in reading achievement?

In 1998, 34% of Kansas' public school 4th graders met the Goals Panel's performance standard in reading. This was the first year that Kansas participated in the NAEP reading assessment. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Kansas compare with other states in 4th grade reading achievement in public schools in 1998?

1 state had a significantly higher¹ percentage of students who were at or above Proficient on NAEP:

Connecticut	46%

18 states had similar¹ percentages of students who were at or above Proficient on NAEP:

New Hampshire	38%	Rhode Island	32%
Massachusetts, Montana	37%	***U.S.****	**31%**
Maine, Minnesota	36%	Oklahoma, Virginia, Wyoming	30%
Iowa	35%	Kentucky,² Maryland,² Missouri,² New York,² Texas,² West Virginia²	29%
Kansas, Colorado, Wisconsin	**34%**		

21 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Washington²	29%	Nevada	21%
Michigan, North Carolina, Oregon, Utah	28%	California	20%
		Louisiana	19%
Delaware, Tennessee	25%	Mississippi	18%
Alabama, Georgia	24%	Hawaii	17%
Arkansas, Florida	23%	District of Columbia	10%
Arizona, New Mexico, South Carolina	22%	Virgin Islands	8%

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

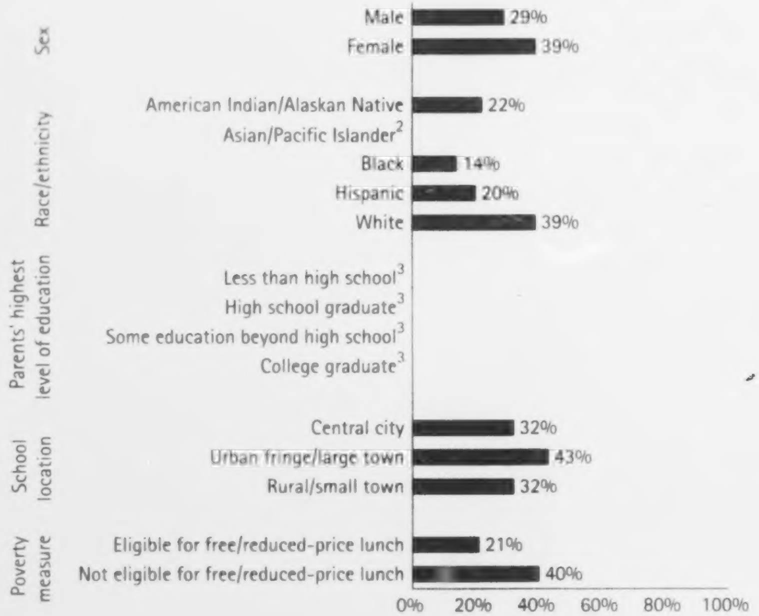
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Kansas were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8

Kansas

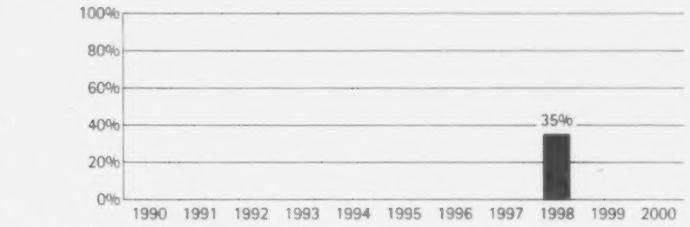
1. Improvement Over Time

Have Kansas' 8th graders improved in reading achievement?

In 1998, 35% of Kansas' public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Kansas compare with other states in 8th grade reading achievement in public schools in 1998?

2 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%

11 states had similar¹ percentages of students who were at or above Proficient on NAEP:

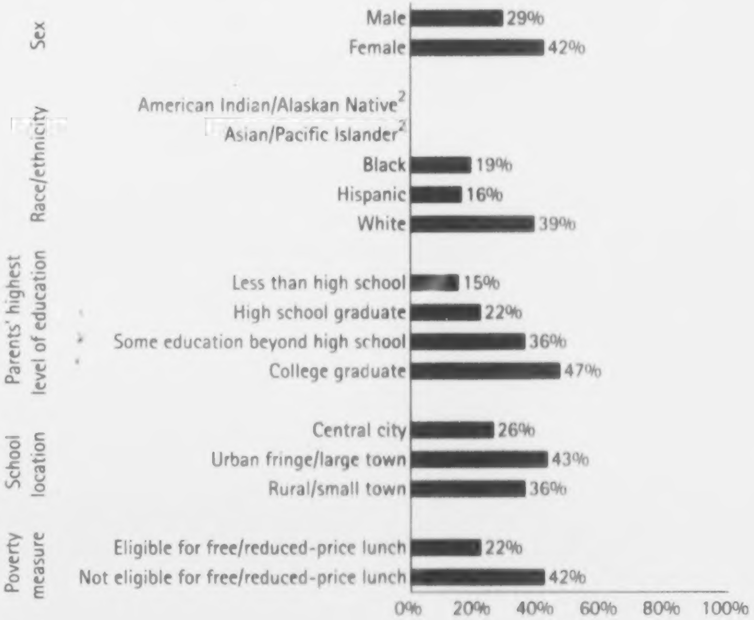
Montana	38%	New York	34%
Minnesota	37%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Massachusetts	36%	Washington	32%
Kansas	**35%**	Maryland, North Carolina, Utah	31%

24 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Colorado, Rhode Island	30%	Arkansas, Florida	23%
Kentucky, Missouri, Oklahoma, Wyoming	29%	California, South Carolina	22%
		Alabama	21%
Arizona, Texas	28%	Hawaii, Mississippi	19%
West Virginia	27%	Louisiana	18%
Tennessee	26%	District of Columbia	12%
Delaware, Georgia	25%	Virgin Islands	10%
Nevada, New Mexico	24%		

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Kansas were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Kentucky — Reading Grade 4

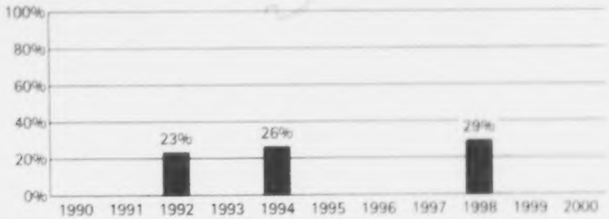
1. Improvement Over Time ☆

Have Kentucky's 4th graders improved in reading achievement?

Yes. The percentage of Kentucky's public school 4th graders who met the Goals Panel's performance standard in reading increased from 23% in 1992, to 29% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Kentucky compare with other states in 4th grade reading achievement in public schools in 1998?

6 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Massachusetts, Montana	37%
New Hampshire	38%	Maine, Minnesota	36%

22 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Iowa	35%	Michigan, North Carolina, Oregon, Utah	28%
Colorado, Kansas, Wisconsin	34%	Delaware, Tennessee	25%
Rhode Island	32%	Alabama, Georgia	24%
U.S.*	**31%**		
Oklahoma, Virginia, Wyoming	30%		
***Kentucky**, Maryland, Missouri, New York, Texas, Washington, West Virginia*	**29%**		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

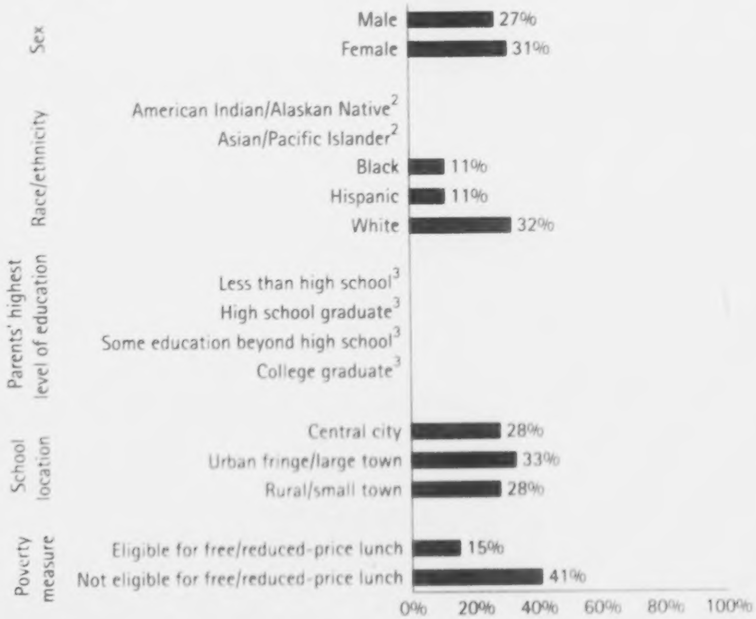
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Kentucky were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

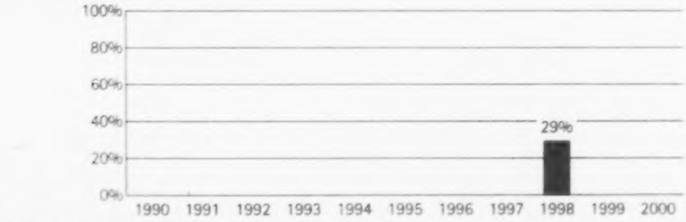
1. Improvement Over Time

Have Kentucky's 8th graders improved in reading achievement?

In 1998, 29% of Kentucky's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Kentucky compare with other states in 8th grade reading achievement in public schools in 1998?

4 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Minnesota	37%
Montana	38%		

21 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Massachusetts	36%	***Kentucky,*** Missouri, Oklahoma, Wyoming	**29%**
Kansas	35%	Arizona, Texas	28%
New York	34%	West Virginia	27%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	Tennessee	26%
Washington	32%	Delaware, Georgia	25%
Maryland, North Carolina, Utah	31%		
Colorado, Rhode Island	30%		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Nevada, New Mexico	24%	Hawaii, Mississippi	19%
Arkansas, Florida	23%	Louisiana	18%
California, South Carolina	22%	District of Columbia	12%
Alabama	21%	Virgin Islands	10%

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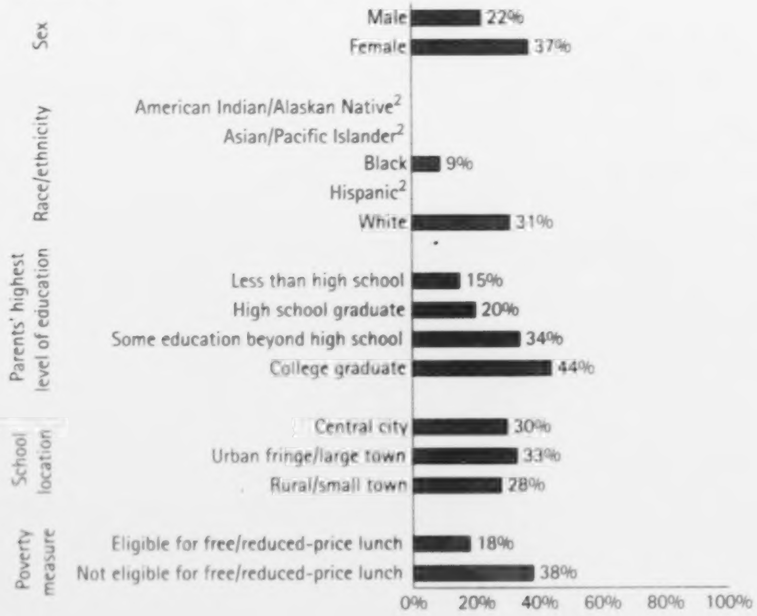
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Kentucky were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Louisiana

Reading Grade 4

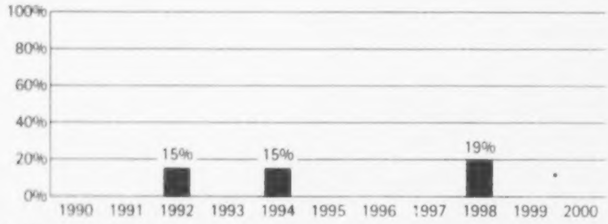
1. Improvement Over Time

Have Louisiana's 4th graders improved in reading achievement?

Yes. The percentage of Louisiana's public school 4th graders who met the Goals Panel's performance standard in reading increased from 15% in 1992, to 19% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Louisiana compare with other states in 4th grade reading achievement in public schools in 1998?

30 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
New Hampshire	38%		
Massachusetts, Montana	37%		
Maine, Minnesota	36%	Michigan, North Carolina, Oregon, Utah	28%
Iowa	35%		
Colorado, Kansas, Wisconsin	34%	Delaware, Tennessee	25%
Rhode Island	32%	Alabama, Georgia	24%
U.S.*	**31%**	Florida[2]	23%
Oklahoma, Virginia, Wyoming	30%		

8 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Arkansas[2]	23%	***Louisiana***	**19%**
Arizona, New Mexico, South Carolina	22%	Mississippi	18%
Nevada	21%	Hawaii	17%
California	20%		

2 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

District of Columbia	10%	Virgin Islands	8%

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

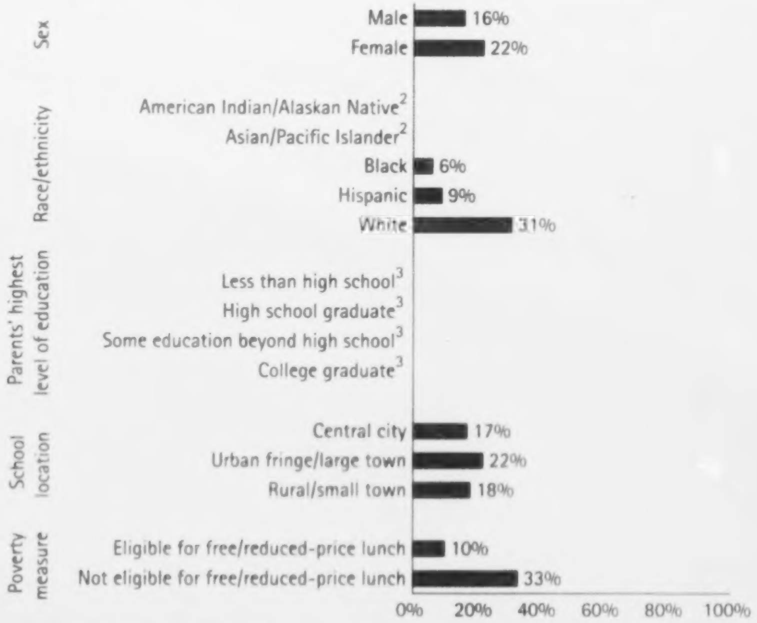
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Louisiana were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

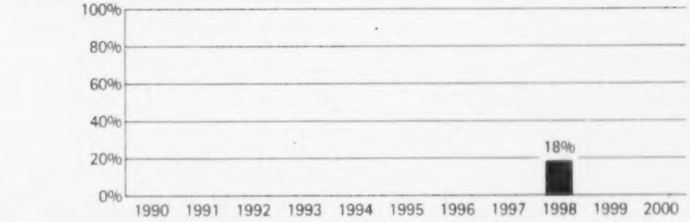
1. Improvement Over Time

Have Louisiana's 8th graders improved in reading achievement?

In 1998, 18% of Louisiana's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Louisiana compare with other states in 8th grade reading achievement in public schools in 1998?

31 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Montana	38%	Arizona, Texas	28%
Minnesota	37%	West Virginia	27%
Massachusetts	36%	Tennessee	26%
Kansas	35%	Delaware, Georgia	25%
New York	34%	Nevada, New Mexico	24%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	Arkansas, Florida	23%
Washington	32%	South Carolina[2]	22%
Maryland, North Carolina, Utah	31%		
Colorado, Rhode Island	30%		

4 states had similar[1] percentages of students who were at or above Proficient on NAEP:

California[2]	22%	Hawaii, Mississippi	19%
Alabama	21%	***Louisiana***	**18%**

2 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

District of Columbia	12%	Virgin Islands	10%

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

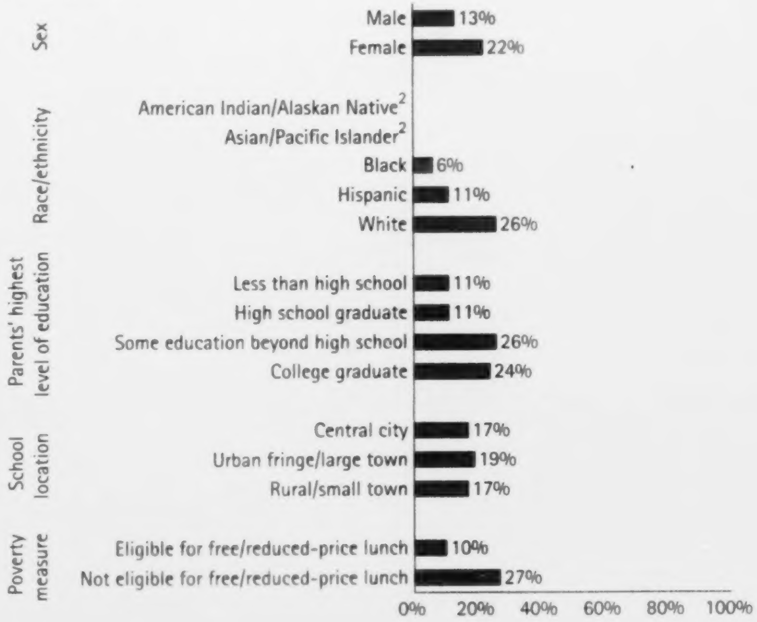
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Louisiana were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Maine — Reading Grade 4

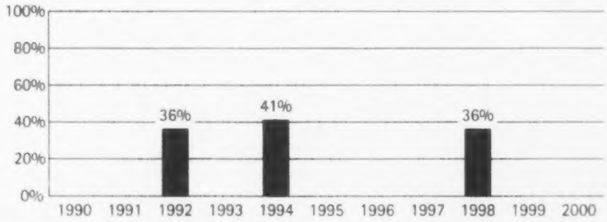
1. Improvement Over Time

Have Maine's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Maine compare with other states in 4th grade reading achievement in public schools in 1998?

1 state had a significantly higher[1] percentage of students who were at or above Proficient on NAEP:

Connecticut	46%		

9 states had similar[1] percentages of students who were at or above Proficient on NAEP:

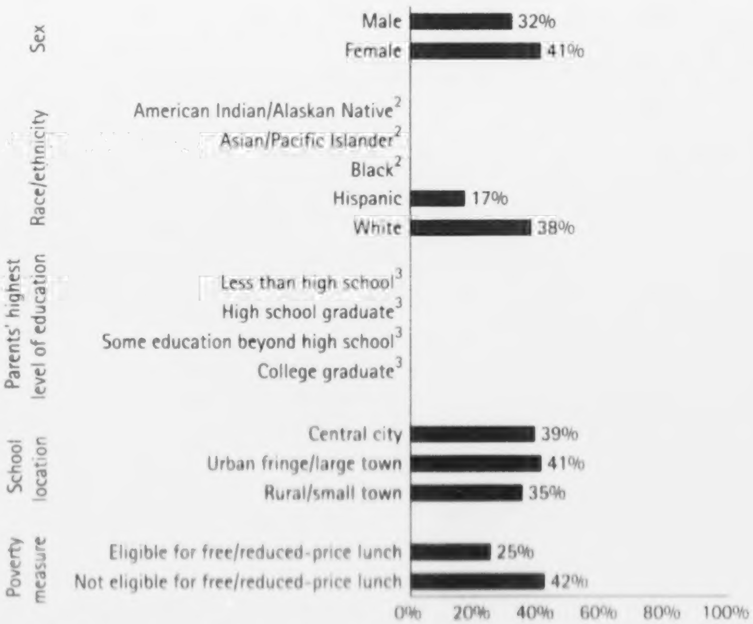
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%	Colorado, Kansas, Wisconsin	34%
Maine, Minnesota	**36%**	Rhode Island	32%

30 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

U.S.*	**31%**	Arkansas, Florida	23%
Oklahoma, Virginia, Wyoming	30%	Arizona, New Mexico, South Carolina	22%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Nevada	21%
		California	20%
		Louisiana	19%
Michigan, North Carolina, Oregon, Utah	28%	Mississippi	18%
		Hawaii	17%
Delaware, Tennessee	25%	District of Columbia	10%
Alabama, Georgia	24%	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Maine were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

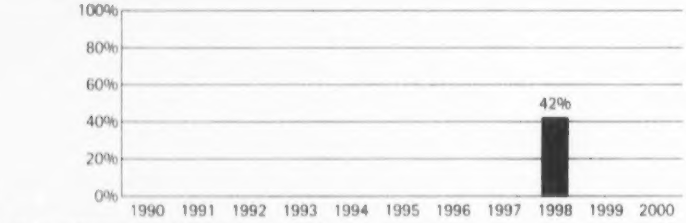
1. Improvement Over Time

Have Maine's 8th graders improved in reading achievement?

In 1998, 42% of Maine's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Maine compare with other states in 8th grade reading achievement in public schools in 1998?

4 states had similar[1] percentages of students who were at or above Proficient on NAEP:

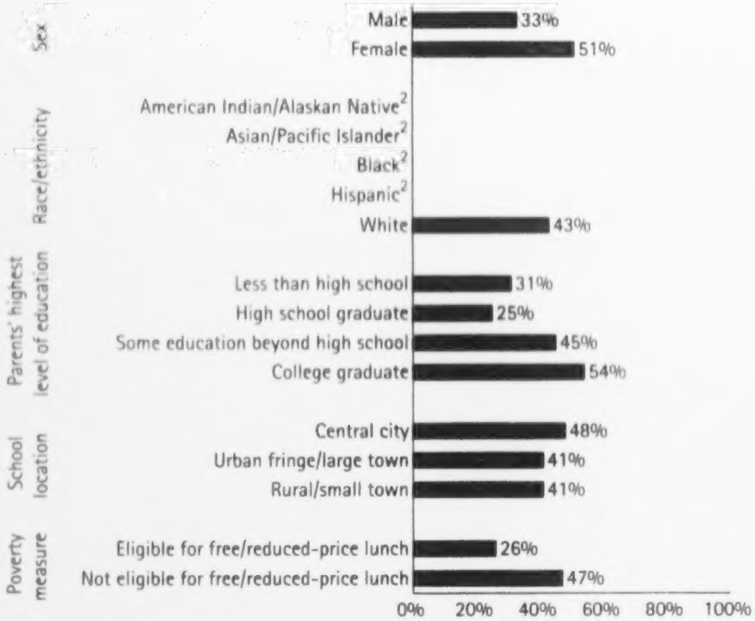
Maine, Connecticut	**42%**	Minnesota	37%
Montana	38%	Massachusetts	36%

33 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Kansas	35%	Tennessee	26%
New York	34%	Delaware, Georgia	25%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	Nevada, New Mexico	24%
Washington	32%	Arkansas, Florida	23%
Maryland, North Carolina, Utah	31%	California, South Carolina	22%
Colorado, Rhode Island	30%	Alabama	21%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Hawaii, Mississippi	19%
		Louisiana	18%
Arizona, Texas	28%	District of Columbia	12%
West Virginia	27%	Virgin Islands	10%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Maine were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Maryland Reading Grade 4

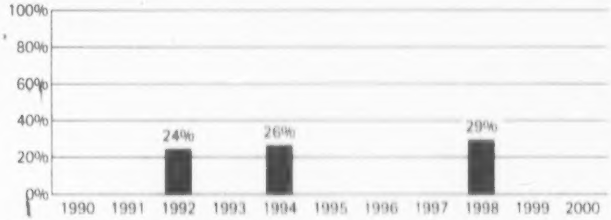
1. Improvement Over Time ☆

Have Maryland's 4th graders improved in reading achievement?

Yes. The percentage of Maryland's public school 4th graders who met the Goals Panel's performance standard in reading increased from 24% in 1992, to 29% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Maryland compare with other states in 4th grade reading achievement in public schools in 1998?

5 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Massachusetts[2]	37%
New Hampshire	38%	Maine,[2] Minnesota[2]	36%

23 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Montana[2]	37%	Michigan, North Carolina, Oregon, Utah	28%
Iowa	35%	Delaware, Tennessee	25%
Colorado, Kansas, Wisconsin	34%	Alabama, Georgia	24%
Rhode Island	32%		
U.S.*	**31%**		
Oklahoma, Virginia, Wyoming	30%		
Maryland, Kentucky, Missouri, New York, Texas, Washington, West Virginia	**29%**		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

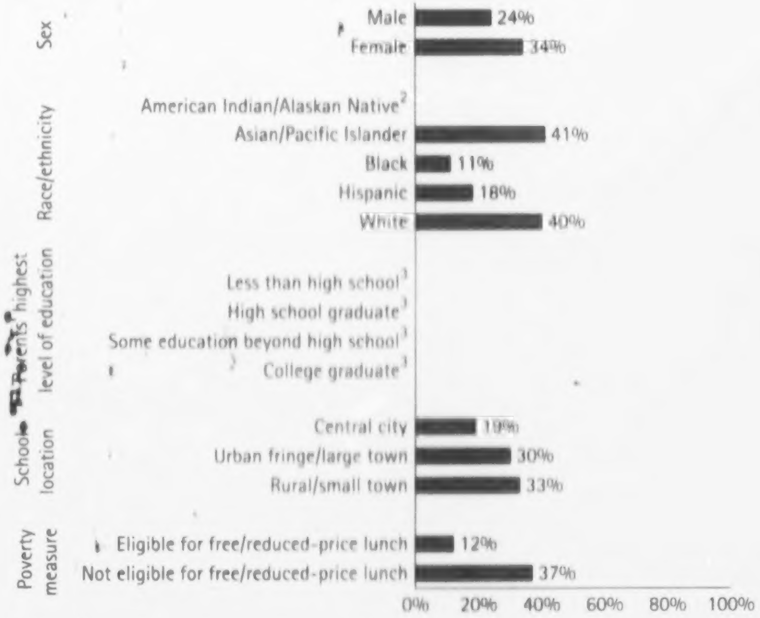
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Maryland were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

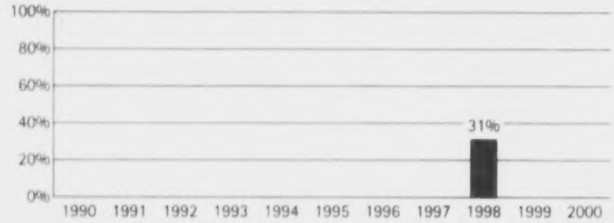
1. Improvement Over Time

Have Maryland's 8th graders improved in reading achievement?

In 1998, 31% of Maryland's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Maryland compare with other states in 8th grade reading achievement in public schools in 1998?

2 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%

21 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Montana	38%	***Maryland,*** North Carolina, Utah	**31%**
Minnesota	37%	Colorado, Rhode Island	30%
Massachusetts	36%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Kansas	35%		
New York	34%	Arizona, Texas	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	West Virginia	27%
Washington	32%	Tennessee	26%

14 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Georgia	25%	Hawaii, Mississippi	19%
Nevada, New Mexico	24%	Louisiana	18%
Arkansas, Florida	23%	District of Columbia	12%
California, South Carolina	22%	Virgin Islands	10%
Alabama	21%		

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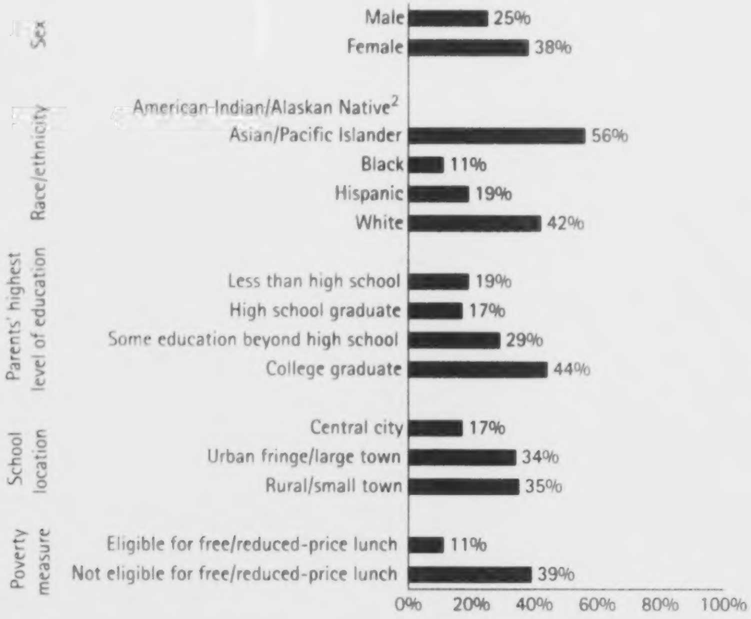
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Maryland were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

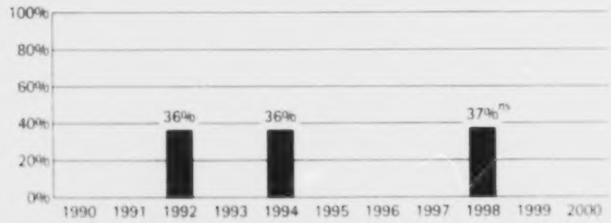
1. Improvement Over Time

Have Massachusetts' 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



[ns] Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Massachusetts compare with other states in 4th grade reading achievement in public schools in 1998?

10 states had similar[1] percentages of students who were at or above Proficient on NAEP:

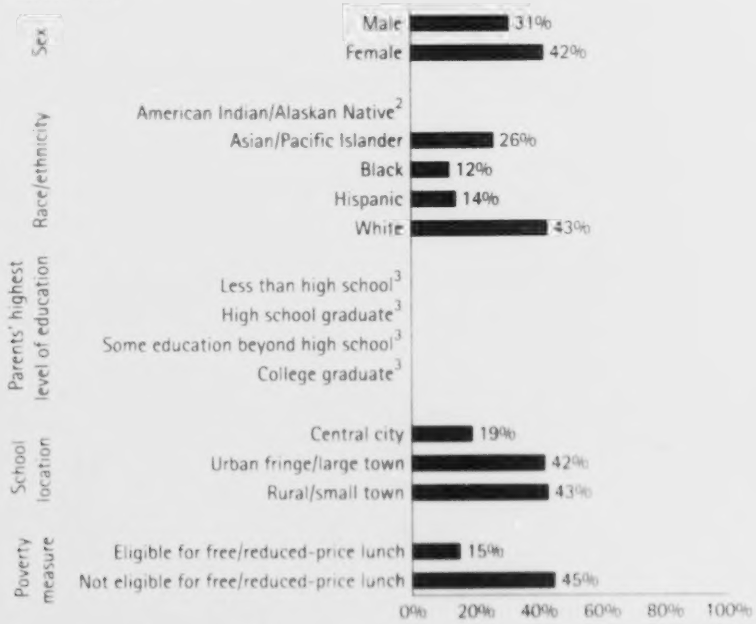
Connecticut	46%	Iowa	35%
New Hampshire	38%	Colorado, Kansas, Wisconsin	34%
Massachusetts, Montana	**37%**	Rhode Island	32%
Maine, Minnesota	36%		

30 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

U.S.[*]	**31%**	Arkansas, Florida	23%
Oklahoma, Virginia, Wyoming	30%	Arizona, New Mexico, South Carolina	22%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Nevada	21%
		California	20%
		Louisiana	19%
Michigan, North Carolina, Oregon, Utah	28%	Mississippi	18%
		Hawaii	17%
Delaware, Tennessee	25%	District of Columbia	10%
Alabama, Georgia	24%	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Massachusetts were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

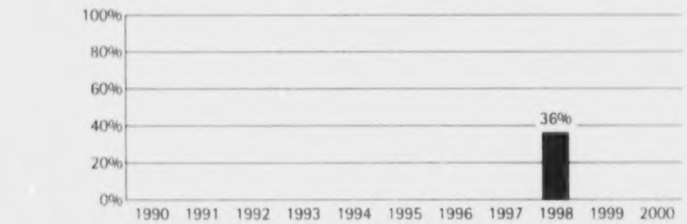
1. Improvement Over Time

Have Massachusetts' 8th graders improved in reading achievement?

In 1998, 36% of Massachusetts' public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Massachusetts compare with other states in 8th grade reading achievement in public schools in 1998?

14 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	New York	34%
Montana	38%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Minnesota	37%	Washington	32%
Massachusetts	**36%**	Maryland, North Carolina, Utah	31%
Kansas	35%	Colorado[2]	30%

23 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Rhode Island[2]	30%	Arkansas, Florida	23%
Kentucky, Missouri, Oklahoma, Wyoming	29%	California, South Carolina	22%
		Alabama	21%
Arizona, Texas	28%	Hawaii, Mississippi	19%
West Virginia	27%	Louisiana	18%
Tennessee	26%	District of Columbia	12%
Delaware, Georgia	25%	Virgin Islands	10%
Nevada, New Mexico	24%		

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

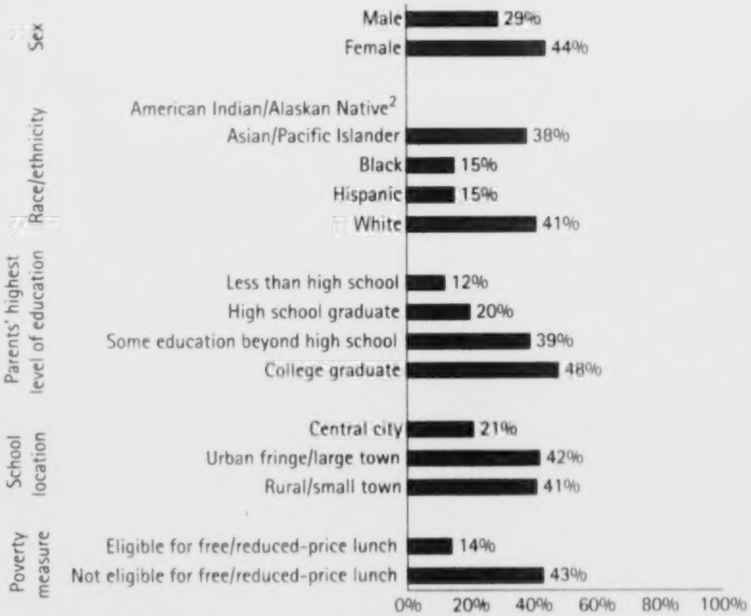
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Massachusetts were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

Michigan — Reading Grade 4

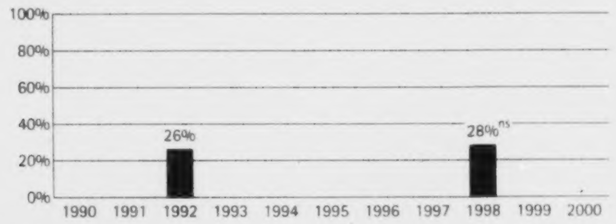
1. Improvement Over Time

Have Michigan's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Michigan compare with other states in 4th grade reading achievement in public schools in 1998?

9 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:			
Connecticut	46%	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%	Kansas,[2] Wisconsin[2]	34%

19 states had similar[1] percentages of students who were at or above Proficient on NAEP:			
Colorado[2]	34%	***Michigan,*** North Carolina, Oregon, Utah	**28%**
Rhode Island	32%	Delaware, Tennessee	25%
U.S.*	**31%**	Alabama, Georgia	24%
Oklahoma, Virginia, Wyoming	30%		
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:			
Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

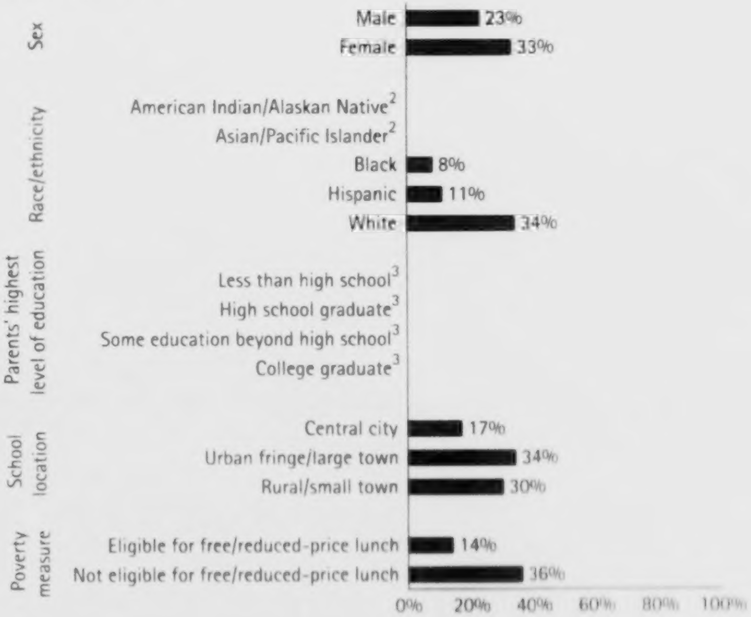
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Michigan were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

1. Improvement Over Time

Have Michigan's 8th graders improved in reading achievement?

Michigan did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

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2. State Comparisons†

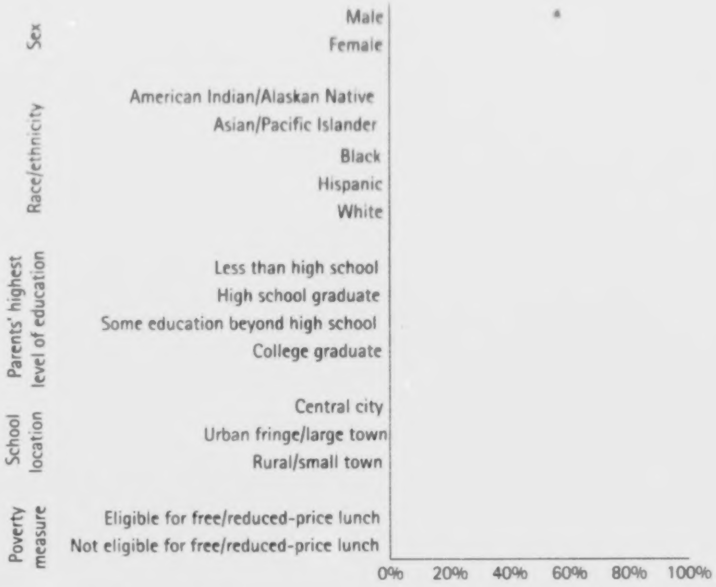
How did Michigan compare with other states in 8th grade reading achievement in public schools in 1998?

Michigan did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Michigan were at or above Proficient on the 1998 NAEP reading assessment?

Michigan did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Minnesota Reading Grade 4

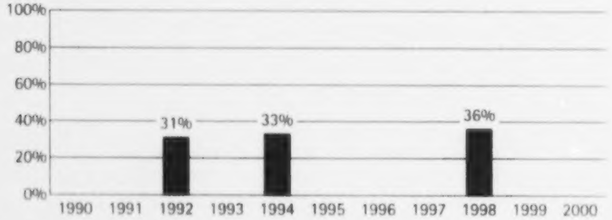
1. Improvement Over Time

Have Minnesota's 4th graders improved in reading achievement?

Yes. The percentage of Minnesota's public school 4th graders who met the Goals Panel's performance standard in reading increased from 31% in 1992, to 36% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Minnesota compare with other states in 4th grade reading achievement in public schools in 1998?

1 state had a significantly higher[1] percentage of students who were at or above Proficient on NAEP:

Connecticut	46%

10 states had similar[1] percentages of students who were at or above Proficient on NAEP:

New Hampshire	38%	Colorado, Kansas, Wisconsin	34%
Massachusetts, Montana	37%	Rhode Island	32%
Minnesota, Maine	**36%**	Wyoming[2]	30%
Iowa	35%		

29 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

***U.S.**[2]*	**31%**	Arkansas, Florida	23%
Oklahoma,[2] Virginia[2]	30%	Arizona, New Mexico, South Carolina	22%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Nevada	21%
		California	20%
		Louisiana	19%
Michigan, North Carolina, Oregon, Utah	28%	Mississippi	18%
		Hawaii	17%
Delaware, Tennessee	25%	District of Columbia	10%
Alabama, Georgia	24%	Virgin Islands	8%

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

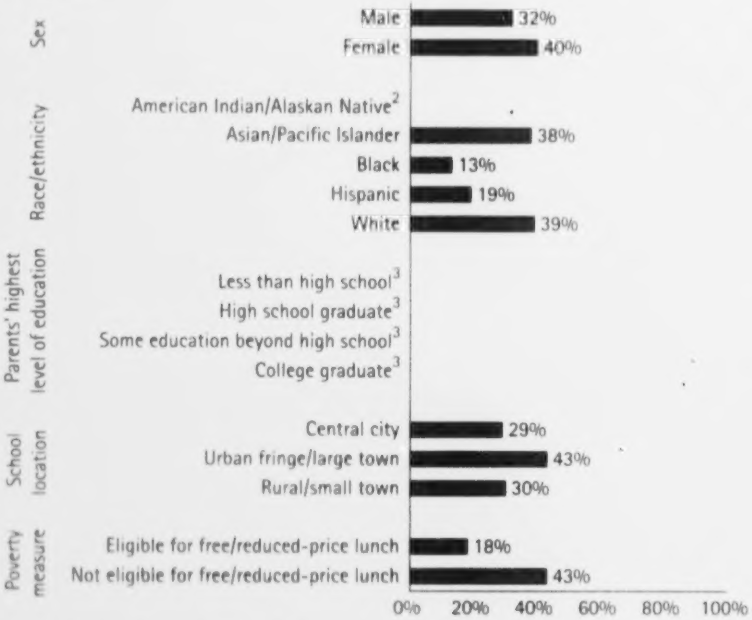
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Minnesota were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Minnesota

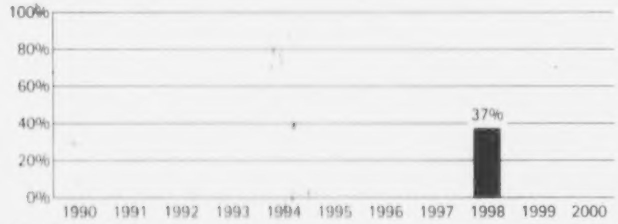
1. Improvement Over Time

Have Minnesota's 8th graders improved in reading achievement?

In 1998, 37% of Minnesota's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Minnesota compare with other states in 8th grade reading achievement in public schools in 1998?

11 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	New York	34%
Montana	38%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Minnesota	**37%**	Washington	32%
Massachusetts	36%	Maryland[2]	31%
Kansas	35%		

26 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

North Carolina,[2] Utah[2]	31%	Nevada, New Mexico	24%
Colorado, Rhode Island	30%	Arkansas, Florida	23%
Kentucky, Missouri, Oklahoma, Wyoming	29%	California, South Carolina	22%
		Alabama	21%
Arizona, Texas	28%	Hawaii, Mississippi	19%
West Virginia	27%	Louisiana	18%
Tennessee	26%	District of Columbia	12%
Delaware, Georgia	25%	Virgin Islands	10%

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

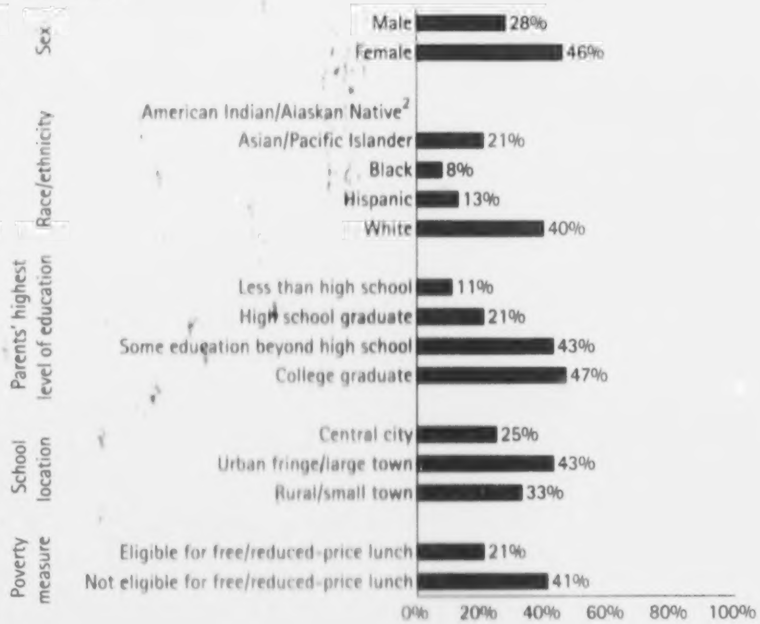
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Minnesota were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

Mississippi

Reading Grade 4

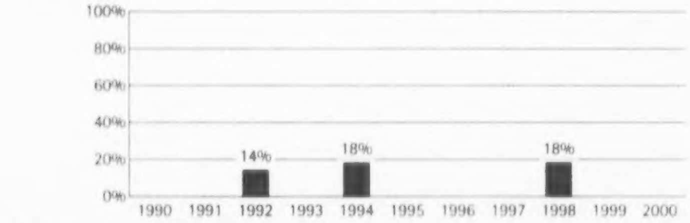
1. Improvement Over Time

Have Mississippi's 4th graders improved in reading achievement?

Yes. The percentage of Mississippi's public school 4th graders who met the Goals Panel's performance standard in reading increased from 14% in 1992, to 18% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Mississippi compare with other states in 4th grade reading achievement in public schools in 1998?

34 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
New Hampshire	38%	Michigan, North Carolina, Oregon, Utah	28%
Massachusetts, Montana	37%	Delaware, Tennessee	25%
Maine, Minnesota	36%	Alabama, Georgia	24%
Iowa	35%	Arkansas, Florida	23%
Colorado, Kansas, Wisconsin	34%	Arizona, New Mexico, South Carolina	22%
Rhode Island	32%		
U.S.*	**31%**		
Oklahoma, Virginia, Wyoming	30%		

4 states had similar[1] percentages of students who were at or above Proficient on NAEP:

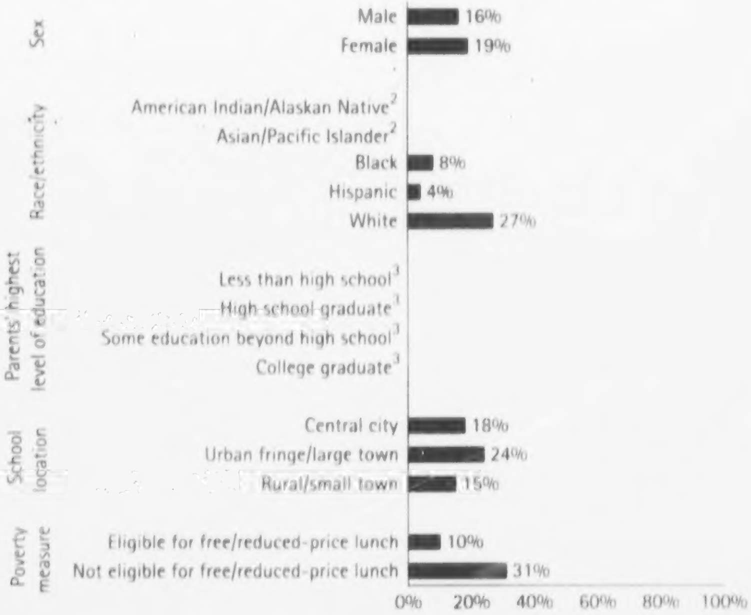
Nevada	21%	***Mississippi***	**18%**
California	20%	Hawaii	17%
Louisiana	19%		

2 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

District of Columbia	10%	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Mississippi were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

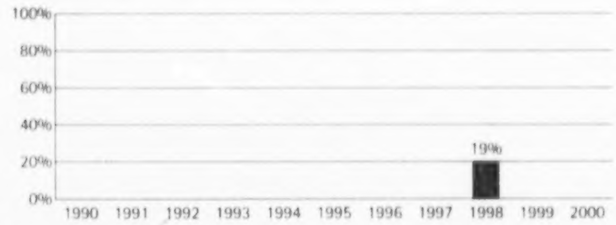
1. Improvement Over Time

Have Mississippi's 8th graders improved in reading achievement?

In 1998, 19% of Mississippi's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002

2. State Comparisons[†]

How did Mississippi compare with other states in 8th grade reading achievement in public schools in 1998?

30 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Colorado, Rhode Island	30%
Montana	38%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Minnesota	37%		
Massachusetts	36%	Arizona, Texas	28%
Kansas	35%	West Virginia	27%
New York	34%	Tennessee	26%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	Delaware, Georgia	25%
Washington	32%	Nevada, New Mexico	24%
Maryland, North Carolina, Utah	31%	Arkansas, Florida	23%

5 states had similar[1] percentages of students who were at or above Proficient on NAEP:

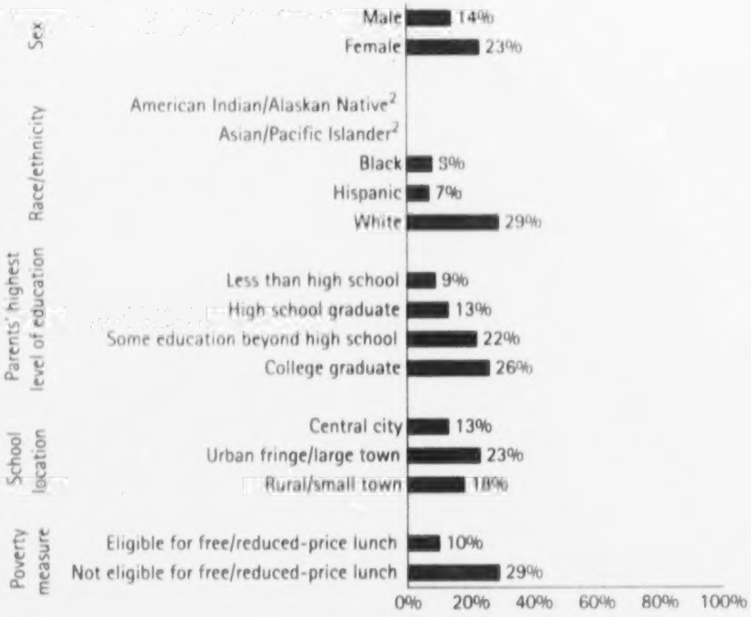
California, South Carolina	22%	***Mississippi***, Hawaii	**19%**
Alabama	21%	Louisiana	18%

2 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

District of Columbia	12%	Virgin Islands	10%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Mississippi were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Missouri

Reading Grade 4

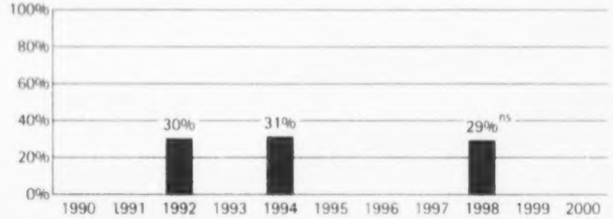
1. Improvement Over Time

Have Missouri's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Missouri compare with other states in 4th grade reading achievement in public schools in 1998?

7 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%		

20 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon, Utah	28%
Rhode Island	32%		
U.S.*	**31%**	Delaware, Tennessee	25%
Oklahoma, Virginia, Wyoming	30%	Georgia[2]	24%
Missouri, Kentucky, Maryland, New York, Texas, Washington, West Virginia	**29%**		

13 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Alabama[2]	24%	Louisiana	19%
Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

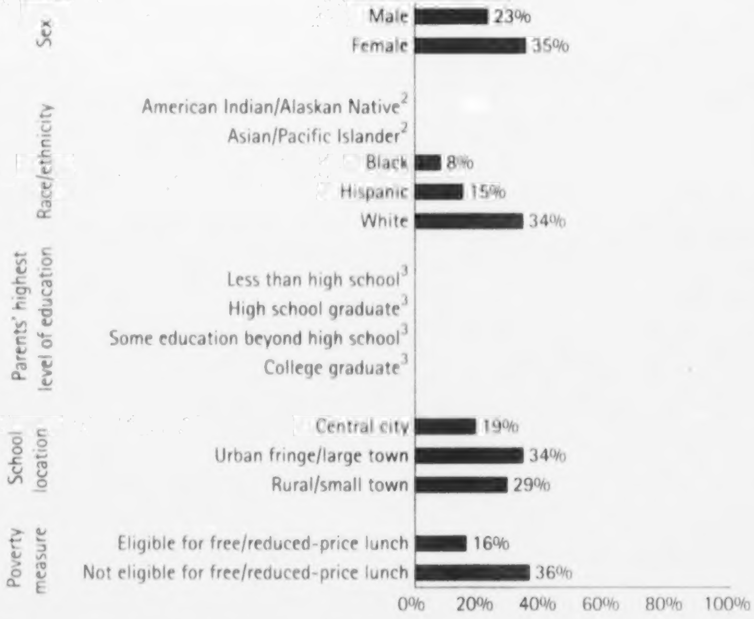
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Missouri were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 — Missouri

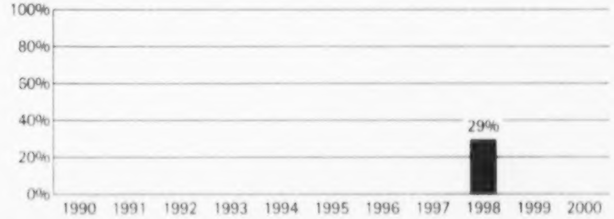
1. Improvement Over Time

Have Missouri's 8th graders improved in reading achievement?

In 1998, 29% of Missouri's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Missouri compare with other states in 8th grade reading achievement in public schools in 1998?

5 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Minnesota	37%
Montana	38%	Kansas[2]	35%

20 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Massachusetts[2]	36%	***Missouri,*** Kentucky, Oklahoma, Wyoming	**29%**
New York	34%	Arizona, Texas	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	West Virginia	27%
Washington	32%	Tennessee	26%
Maryland, North Carolina, Utah	31%	Delaware, Georgia	25%
Colorado, Rhode Island	30%		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Nevada, New Mexico	24%	Hawaii, Mississippi	19%
Arkansas, Florida	23%	Louisiana	18%
California, South Carolina	22%	District of Columbia	12%
Alabama	21%	Virgin Islands	10%

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

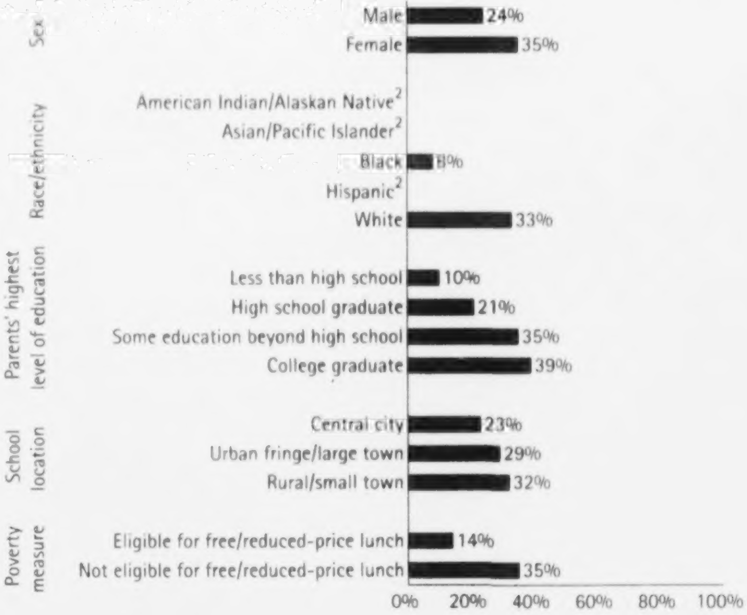
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Missouri were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Montana

Reading Grade 4

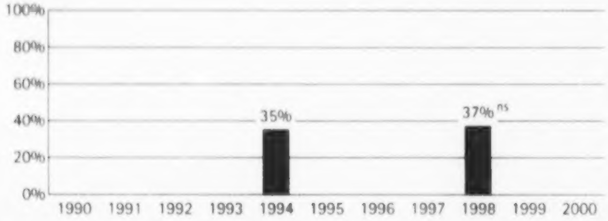
1. Improvement Over Time

Have Montana's 4th graders improved in reading achievement?

Not yet. Between 1994 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Montana compare with other states in 4th grade reading achievement in public schools in 1998?

10 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Iowa	35%
New Hampshire	38%	Colorado, Kansas, Wisconsin	34%
Montana, Massachusetts	**37%**	Rhode Island	32%
Maine, Minnesota	36%		

30 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

U.S.*	**31%**	Arkansas, Florida	23%
Oklahoma, Virginia, Wyoming	30%	Arizona, New Mexico, South Carolina	22%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Nevada	21%
		California	20%
		Louisiana	19%
Michigan, North Carolina, Oregon, Utah	28%	Mississippi	18%
		Hawaii	17%
Delaware, Tennessee	25%	District of Columbia	10%
Alabama, Georgia	24%	Virgin Islands	8%

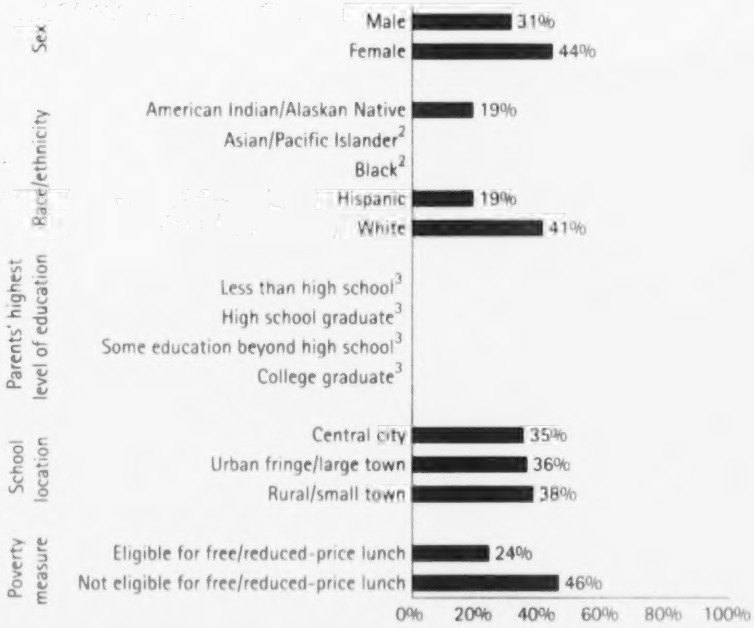
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Montana were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Montana

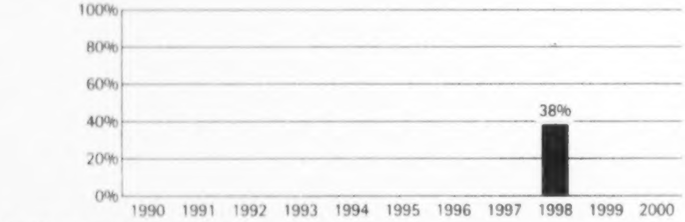
1. Improvement Over Time

Have Montana's 8th graders improved in reading achievement?

In 1998, 38% of Montana's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP **reading assessment**



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Montana compare with other states in 8th grade reading achievement in public schools in 1998?

9 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Kansas	35%
Montana	**38%**	New York	34%
Minnesota	37%	Oregon,[2] Virginia,[2] Wisconsin[2]	33%
Massachusetts	36%		

28 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

***U.S.**[*][2]*	**33%**	Delaware, Georgia	25%
Washington	32%	Nevada, New Mexico	24%
Maryland, North Carolina, Utah	31%	Arkansas, Florida	23%
Colorado, Rhode Island	30%	California, South Carolina	22%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Alabama	21%
		Hawaii, Mississippi	19%
Arizona, Texas	28%	Louisiana	18%
West Virginia	27%	District of Columbia	12%
Tennessee	26%	Virgin Islands	10%

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

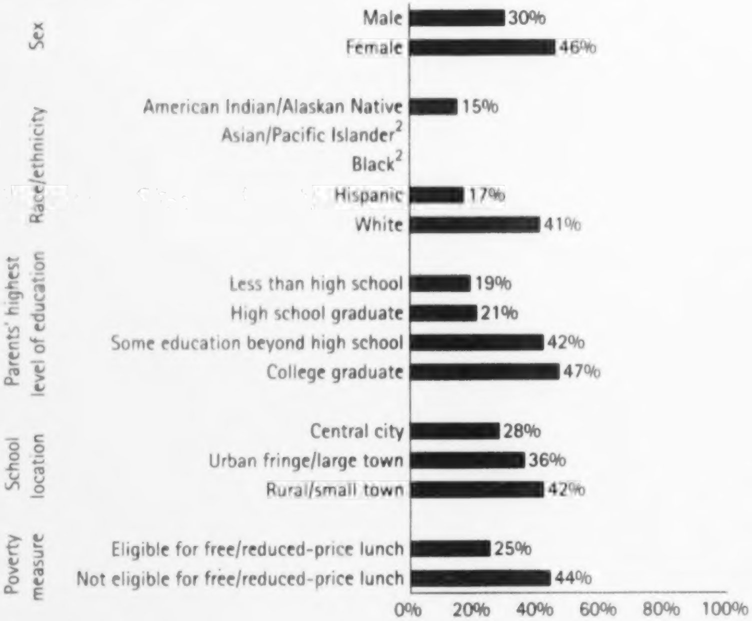
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Montana were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

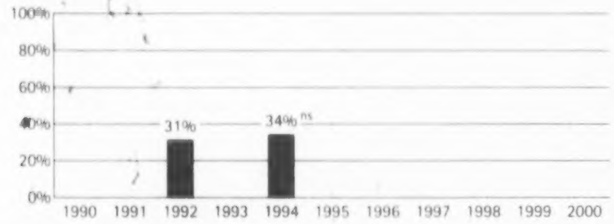
1. Improvement Over Time

Have Nebraska's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1994, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading. Nebraska did not participate in the 4th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

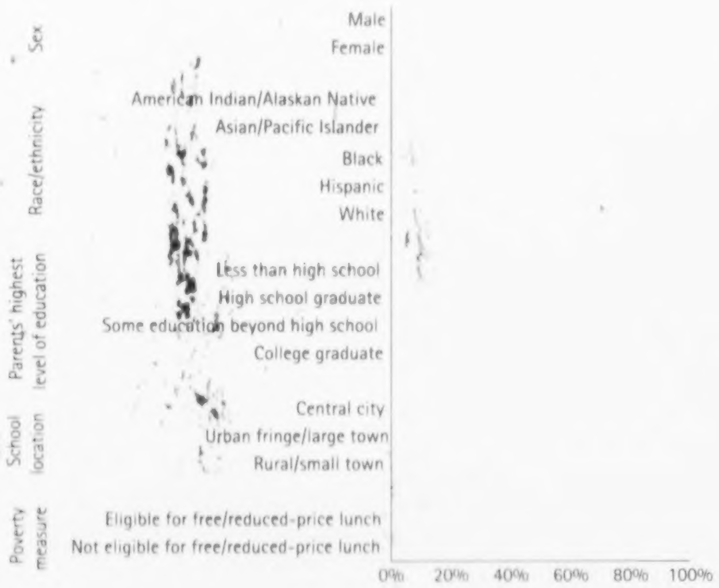
How did Nebraska compare with other states in 4th grade reading achievement in public schools in 1998?

Nebraska did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Nebraska were at or above Proficient on the 1998 NAEP reading assessment?

Nebraska did not participate in the 4th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

1. Improvement Over Time

Have Nebraska's 8th graders improved in reading achievement?

Nebraska did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons†

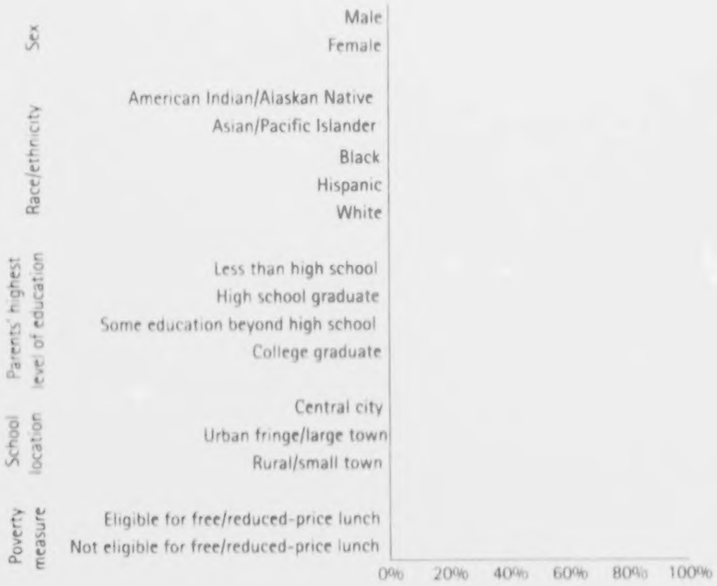
How did Nebraska compare with other states in 8th grade reading achievement in public schools in 1998?

Nebraska did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Nebraska were at or above Proficient on the 1998 NAEP reading assessment?

Nebraska did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Nevada — Reading Grade 4

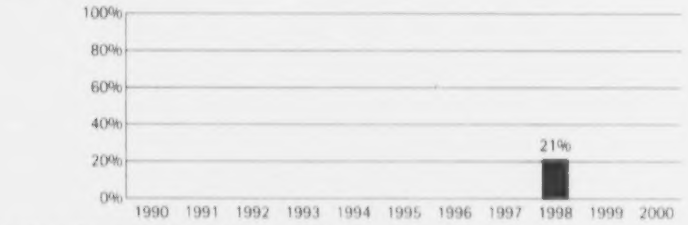
1. Improvement Over Time

Have Nevada's 4th graders improved in reading achievement?

In 1998, 21% of Nevada's public school 4th graders met the Goals Panel's performance standard in reading. This was the first year that Nevada participated in the NAEP reading assessment. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Nevada compare with other states in 4th grade reading achievement in public schools in 1998?

26 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Oklahoma, Virginia, Wyoming	30%
New Hampshire	38%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Massachusetts, Montana	37%	Michigan, North Carolina, Oregon, Utah	28%
Maine, Minnesota	36%	Delaware[2]	25%
Iowa	35%		
Colorado, Kansas, Wisconsin	34%		
Rhode Island	32%		
U.S.*	**31%**		

11 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Tennessee[2]	25%	***Nevada***	**21%**
Alabama, Georgia	24%	California	20%
Arkansas, Florida	23%	Louisiana	19%
Arizona, New Mexico, South Carolina	22%	Mississippi	18%

3 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Hawaii	17%	Virgin Islands	8%
District of Columbia	10%		

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

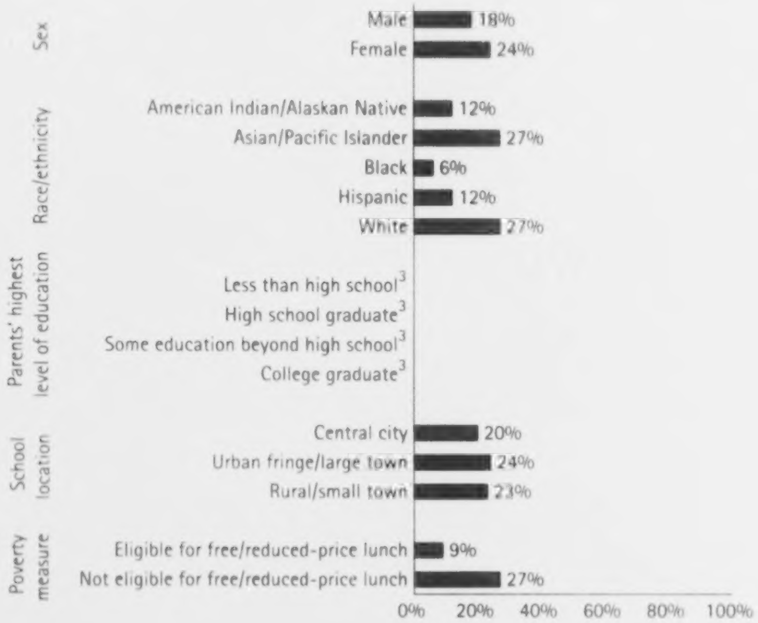
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place, however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Nevada were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

Reading Grade 8 — Nevada

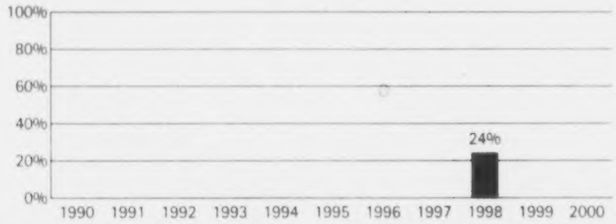
1. Improvement Over Time

Have Nevada's 8th graders improved in reading achievement?

In 1998, 24% of Nevada's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Nevada compare with other states in 8th grade reading achievement in public schools in 1998?

20 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Montana	38%	Washington	32%
Minnesota	37%	Maryland, North Carolina, Utah	31%
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%		

12 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Arizona, Texas	28%	***Nevada,*** New Mexico	**24%**
West Virginia	27%	Arkansas, Florida	23%
Tennessee	26%	California, South Carolina	22%
Delaware, Georgia	25%	Alabama	21%

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Hawaii, Mississippi	19%	District of Columbia	12%
Louisiana	18%	Virgin Islands	10%

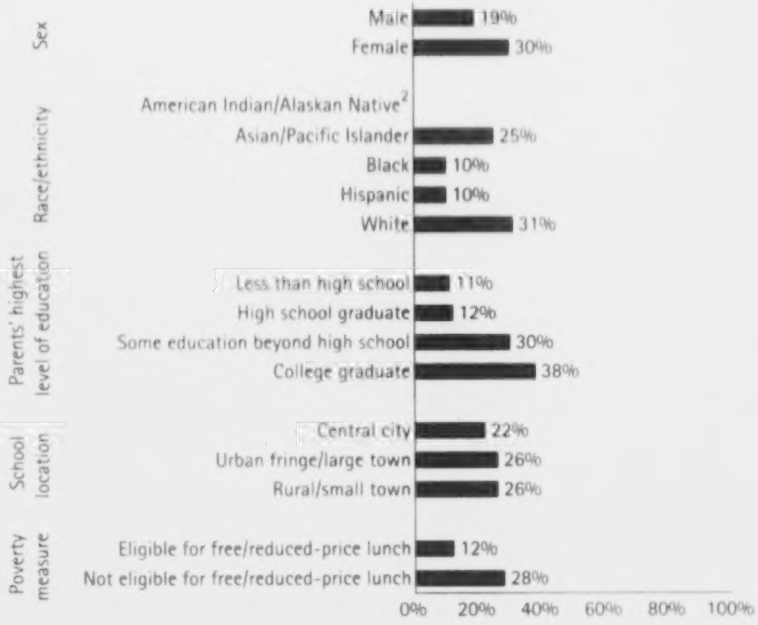
[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Nevada were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

New Hampshire — Reading Grade 4

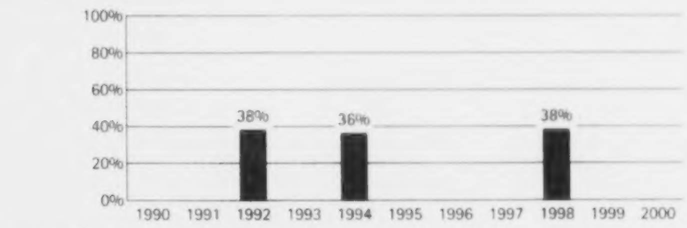
1. Improvement Over Time

Have New Hampshire's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did New Hampshire compare with other states in 4th grade reading achievement in public schools in 1998?

10 states had similar[1] percentages of students who were at or above Proficient on NAEP:

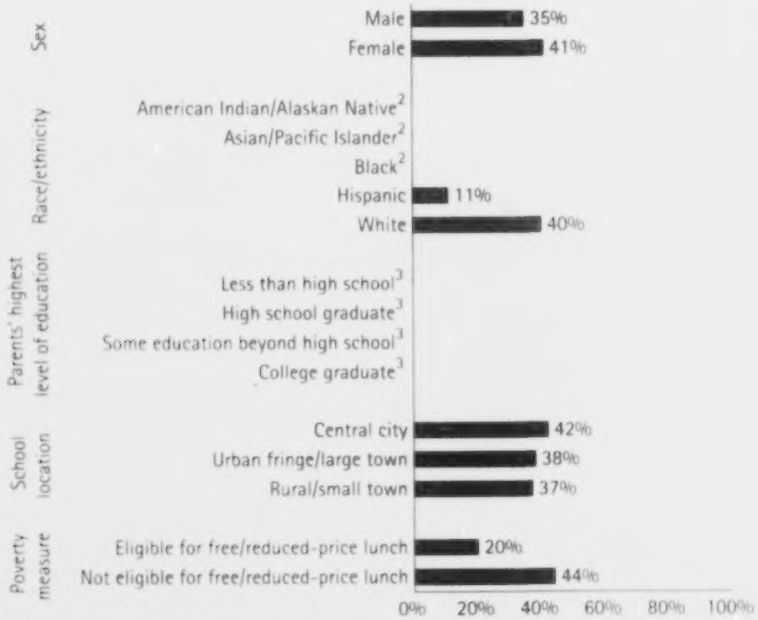
Connecticut	46%	Iowa	35%
New Hampshire	**38%**	Colorado, Kansas, Wisconsin	34%
Massachusetts, Montana	37%	Rhode Island	32%
Maine, Minnesota	36%		

30 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

U.S.*	**31%**	Arkansas, Florida	23%
Oklahoma, Virginia, Wyoming	30%	Arizona, New Mexico, South Carolina	22%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Nevada	21%
		California	20%
		Louisiana	19%
Michigan, North Carolina, Oregon, Utah	28%	Mississippi	18%
		Hawaii	17%
Delaware, Tennessee	25%	District of Columbia	10%
Alabama, Georgia	24%	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in New Hampshire were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

Reading Grade 8 — New Hampshire

1. Improvement Over Time

Have New Hampshire's 8th graders improved in reading achievement?

New Hampshire did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons[†]

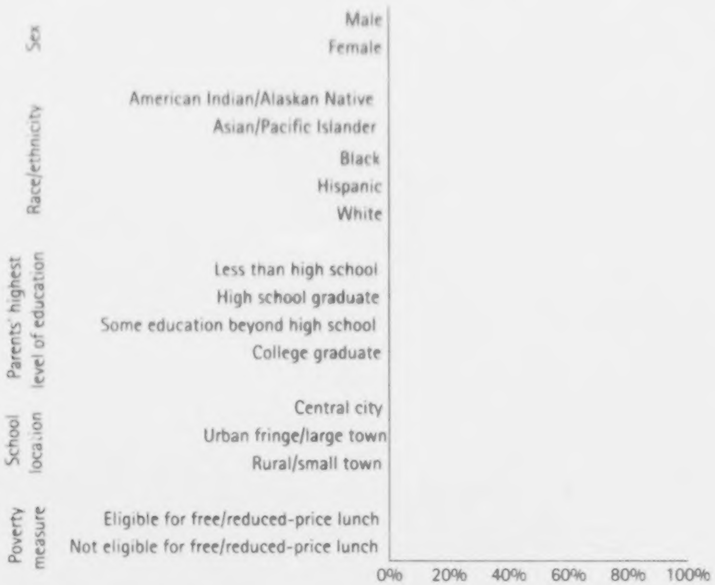
How did New Hampshire compare with other states in 8th grade reading achievement in public schools in 1998?

New Hampshire did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in New Hampshire were at or above Proficient on the 1998 NAEP reading assessment?

New Hampshire did not participate in the 8th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

New Jersey

Reading Grade 4

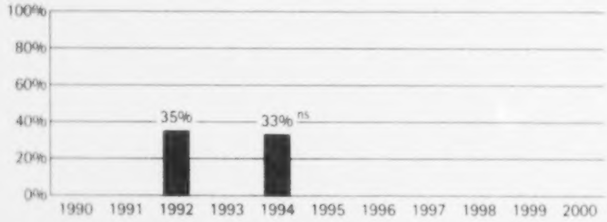
1. Improvement Over Time

Have New Jersey's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1994, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading. New Jersey did not participate in the 4th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

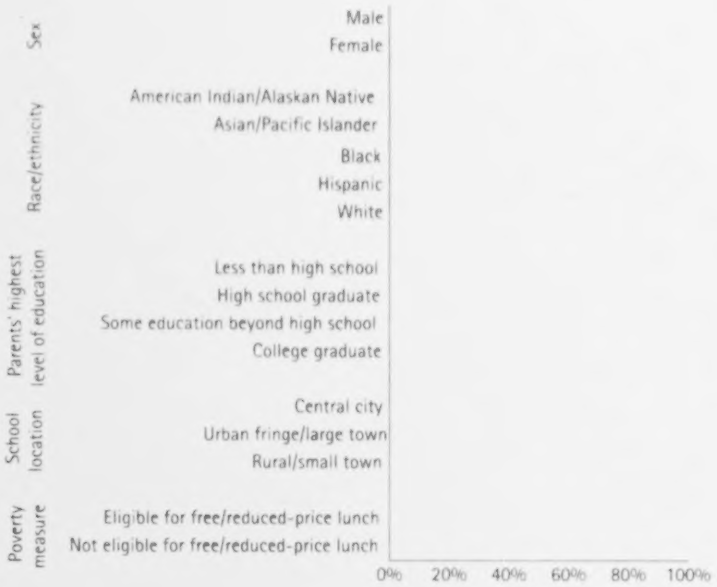
How did New Jersey compare with other states in 4th grade reading achievement in public schools in 1998?

New Jersey did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in New Jersey were at or above Proficient on the 1998 NAEP reading assessment?

New Jersey did not participate in the 4th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

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See Appendix A for definitions, sources, and technical notes.

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Reading Grade 8 — New Jersey

1. Improvement Over Time

Have New Jersey's 8th graders improved in reading achievement?

New Jersey did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons[†]

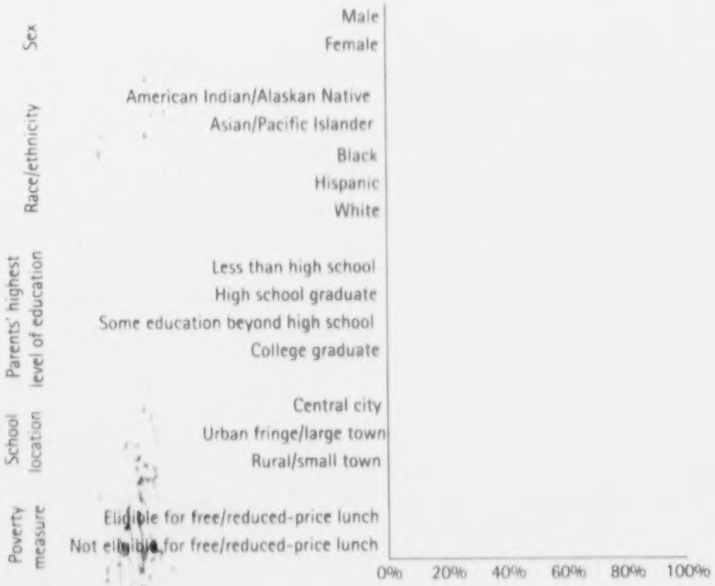
How did New Jersey compare with other states in 8th grade reading achievement in public schools in 1998?

New Jersey did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in New Jersey were at or above Proficient on the 1998 NAEP reading assessment?

New Jersey did not participate in the 8th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

New Mexico — Reading Grade 4

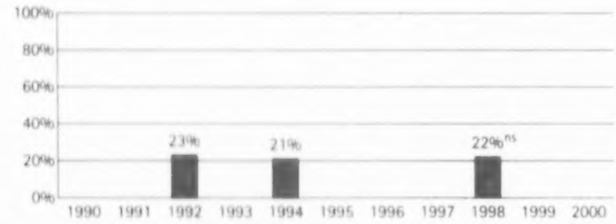
1. Improvement Over Time

Have New Mexico's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did New Mexico compare with other states in 4th grade reading achievement in public schools in 1998?

25 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	***U.S.****	**31%**
New Hampshire	38%	Oklahoma, Virginia, Wyoming	30%
Massachusetts, Montana	37%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Maine, Minnesota	36%		
Iowa	35%		
Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon, Utah	28%
Rhode Island	32%		

11 states had similar[1] percentages of students who were at or above Proficient on NAEP:

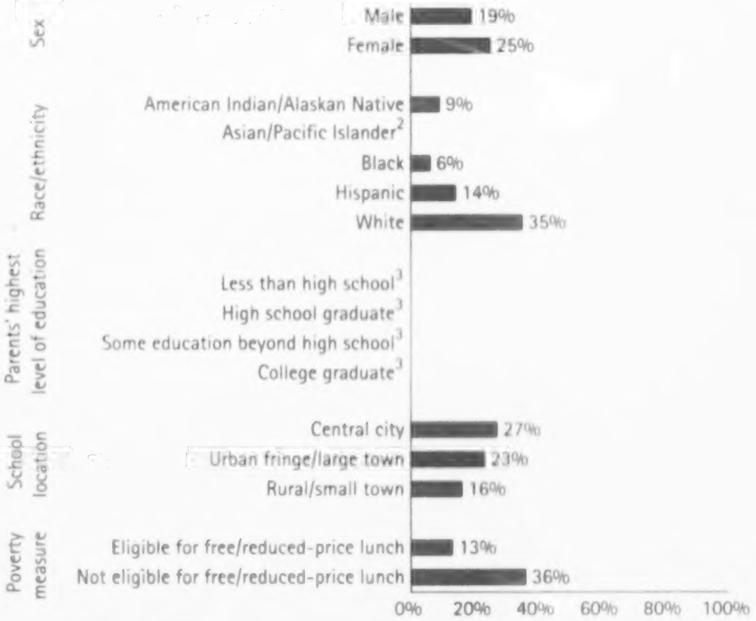
Delaware, Tennessee	25%	Nevada	21%
Alabama, Georgia	24%	California	20%
Arkansas, Florida	23%	Louisiana	19%
New Mexico, Arizona, South Carolina	**22%**		

4 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Mississippi	18%	District of Columbia	10%
Hawaii	17%	Virgin Islands	8%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in New Mexico were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

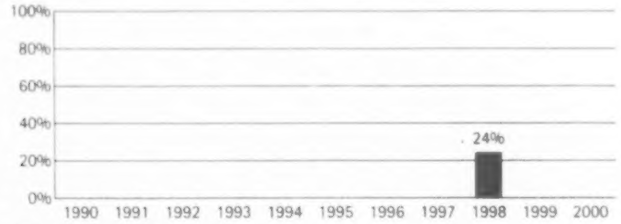
1. Improvement Over Time

Have New Mexico's 8th graders improved in reading achievement?

In 1998, 24% of New Mexico's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did New Mexico compare with other states in 8th grade reading achievement in public schools in 1998?

19 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Montana	38%	Washington	32%
Minnesota	37%	Maryland, North Carolina, Utah	31%
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Missouri,[2] Oklahoma,[2] Wyoming[2]	29%
New York	34%		

13 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Kentucky[2]	29%	***New Mexico,*** Nevada	**24%**
Arizona, Texas	28%	Arkansas, Florida	23%
West Virginia	27%	California, South Carolina	22%
Tennessee	26%	Alabama	21%
Delaware, Georgia	25%		

5 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Hawaii, Mississippi	19%	District of Columbia	12%
Louisiana	18%	Virgin Islands	10%

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

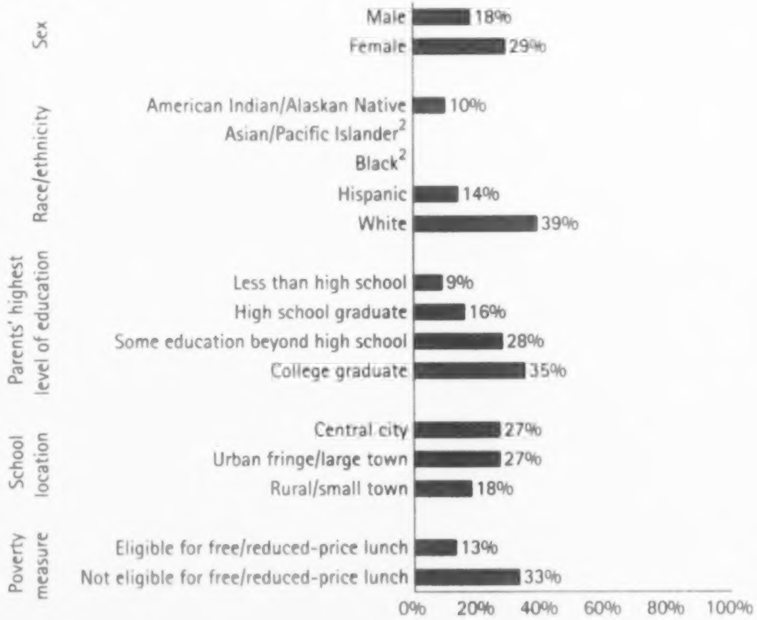
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in New Mexico were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

New York — Reading Grade 4

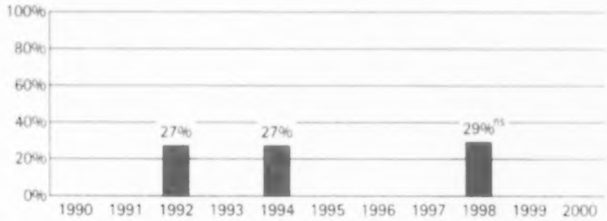
1. Improvement Over Time

Have New York's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did New York compare with other states in 4th grade reading achievement in public schools in 1998?

6 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Massachusetts, Montana	37%
New Hampshire	38%	Maine, Minnesota	36%

22 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Iowa	35%	Michigan, North Carolina, Oregon, Utah	28%
Colorado, Kansas, Wisconsin	34%	Delaware, Tennessee	25%
Rhode Island	32%	Alabama, Georgia	24%
*U.S.**	**31%**		
Oklahoma, Virginia, Wyoming	30%		
New York, Kentucky, Maryland, Missouri, Texas, Washington, West Virginia	**29%**		

12 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

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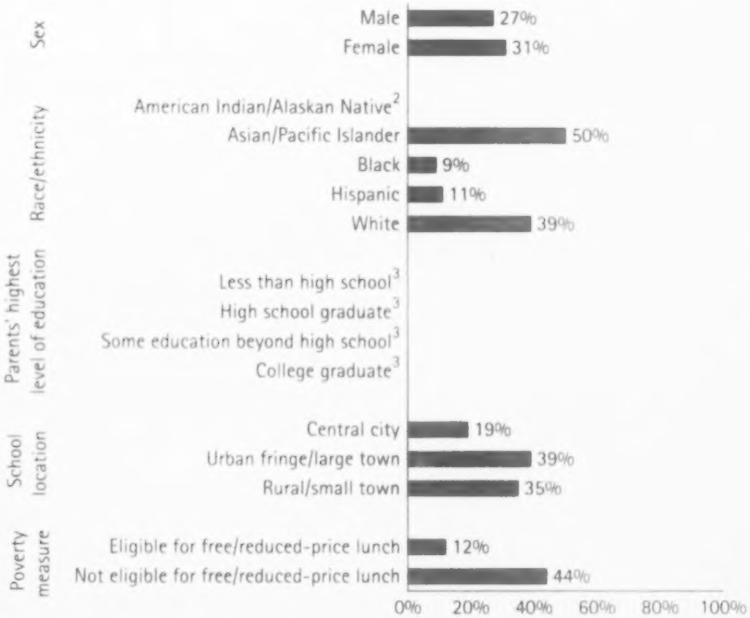
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.
[1] See explanation on pp. 2-3.
* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in New York were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.
[2] Characteristics of the sample do not permit a reliable estimate.
[3] No data reported for 4th graders by parents' highest level of education in 1998.

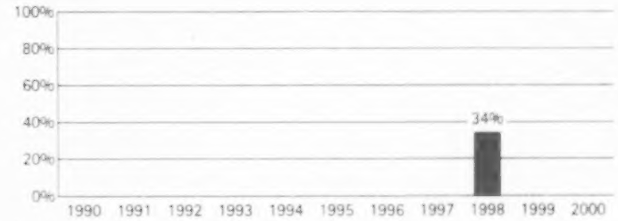
1. Improvement Over Time

Have New York's 8th graders improved in reading achievement?

In 1998, 34% of New York's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did New York compare with other states in 8th grade reading achievement in public schools in 1998?

20 states had similar[1] percentages of students who were at or above Proficient on NAEP:

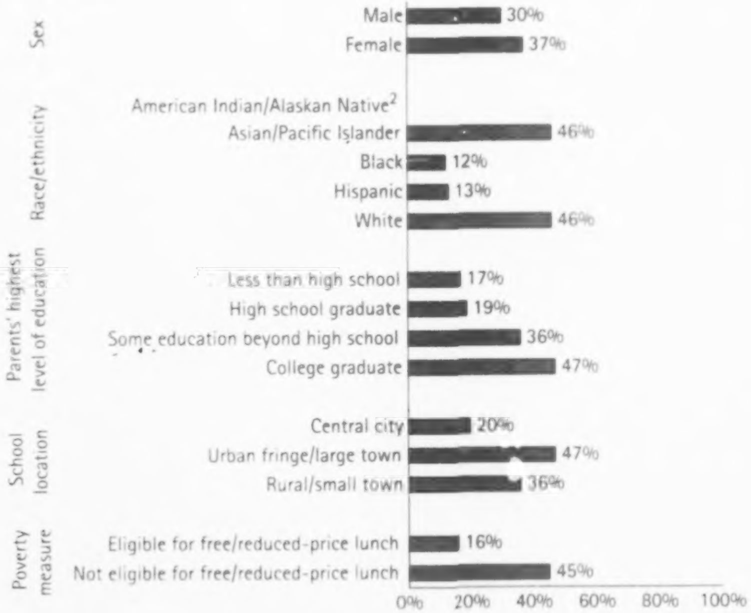
Connecticut, Maine	42%	Washington	32%
Montana	38%	Maryland, North Carolina, Utah	31%
Minnesota	37%	Colorado, Rhode Island	30%
Massachusetts	36%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Kansas	35%		
New York	**34%**	Texas[2]	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**		

17 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arizona[2]	28%	California, South Carolina	22%
West Virginia	27%	Alabama	21%
Tennessee	26%	Hawaii, Mississippi	19%
Delaware, Georgia	25%	Louisiana	18%
Nevada, New Mexico	24%	District of Columbia	12%
Arkansas, Florida	23%	Virgin Islands	10%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in New York were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

North Carolina — Reading Grade 4

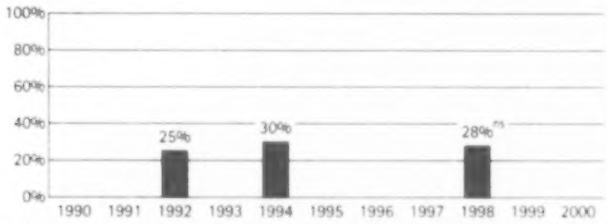
1. Improvement Over Time

Have North Carolina's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did North Carolina compare with other states in 4th grade reading achievement in public schools in 1998?

10 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%	Colorado, Kansas, Wisconsin	34%

18 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Rhode Island	32%	***North Carolina,*** Michigan, Oregon, Utah	**28%**
*U.S.**	31%		
Oklahoma, Virginia, Wyoming	30%	Delaware, Tennessee	25%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Alabama, Georgia	24%

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

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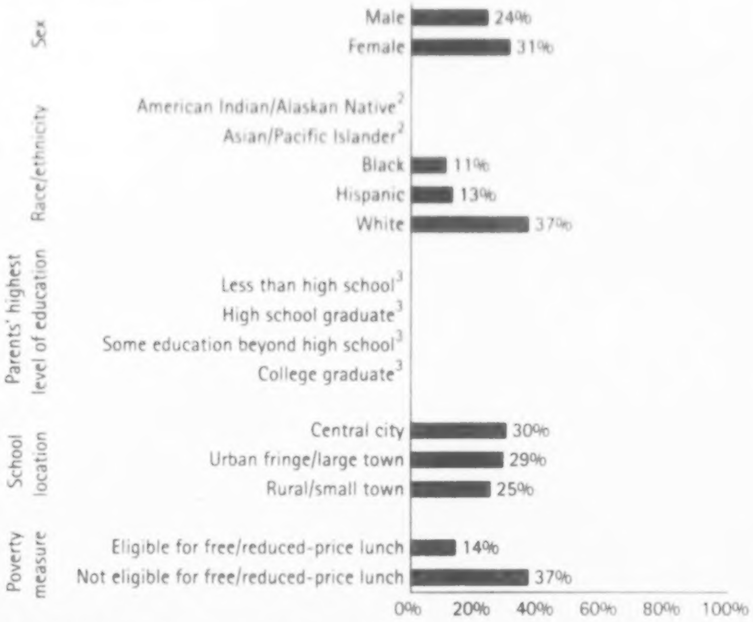
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in North Carolina were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

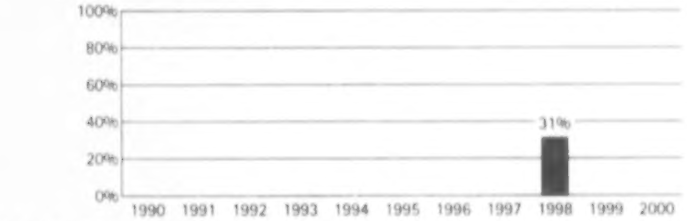
1. Improvement Over Time

Have North Carolina's 8th graders improved in reading achievement?

In 1998, 31% of North Carolina's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did North Carolina compare with other states in 8th grade reading achievement in public schools in 1998?

3 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	**42%**	Montana	38%

19 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Minnesota	37%	***North Carolina,*** Maryland, Utah	**31%**
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%		
*U.S.,** Oregon, Virginia, Wisconsin	**33%**	Arizona, Texas	28%
Washihgton	32%	West Virginia	27%

15 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Tennessee	26%	Alabama	21%
Delaware, Georgia	25%	Hawaii, Mississippi	19%
Nevada, New Mexico	24%	Louisiana	18%
Arkansas, Florida	23%	District of Columbia	12%
California, South Carolina	22%	Virgin Islands	10%

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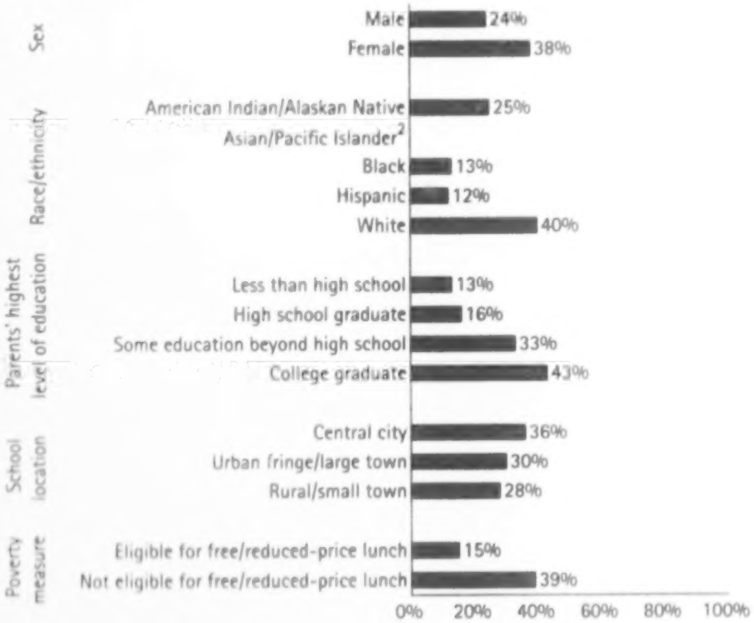
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in North Carolina were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

North Dakota

Reading Grade 4

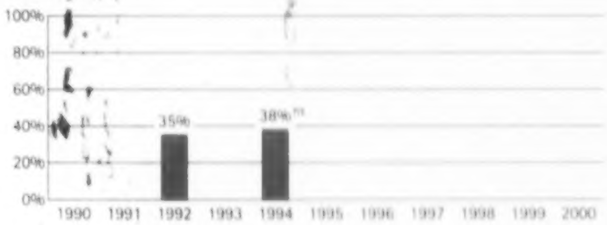
1. Improvement Over Time

Have North Dakota's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1994, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading. North Dakota did not participate in the 4th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment*



ns Interpret with caution. Change was not statistically significant.

Reading performance will be tested again in 2002.

2. State Comparisons†

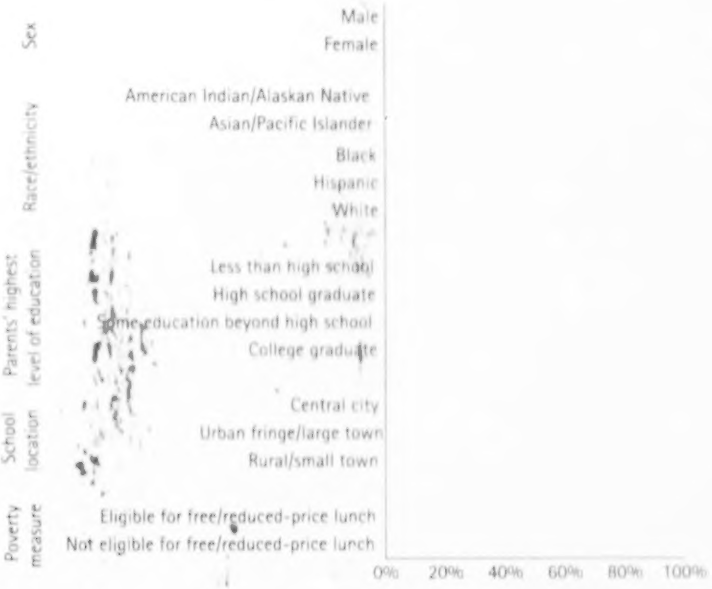
How did North Dakota compare with other states in 4th grade reading achievement in public schools in 1998?

North Dakota did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in North Dakota were at or above Proficient on the 1998 NAEP reading assessment?

North Dakota did not participate in the 4th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

1. Improvement Over Time

Have North Dakota's 8th graders improved in reading achievement?

North Dakota did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did North Dakota compare with other states in 8th grade reading achievement in public schools in 1998?

North Dakota did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in North Dakota were at or above Proficient on the 1998 NAEP reading assessment?

North Dakota did not participate in the 8th grade NAEP reading assessment in 1998.

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Ohio — Reading Grade 4

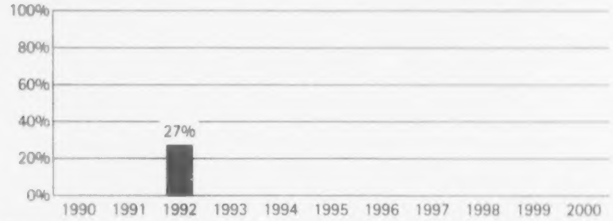
1. Improvement Over Time

Have Ohio's 4th graders improved in reading achievement?

In 1992, 27% of Ohio's public school 4th graders met the Goals Panel's performance standard in reading. Ohio did not participate in the 4th grade NAEP reading assessments in 1994 and 1998. Reading will be assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

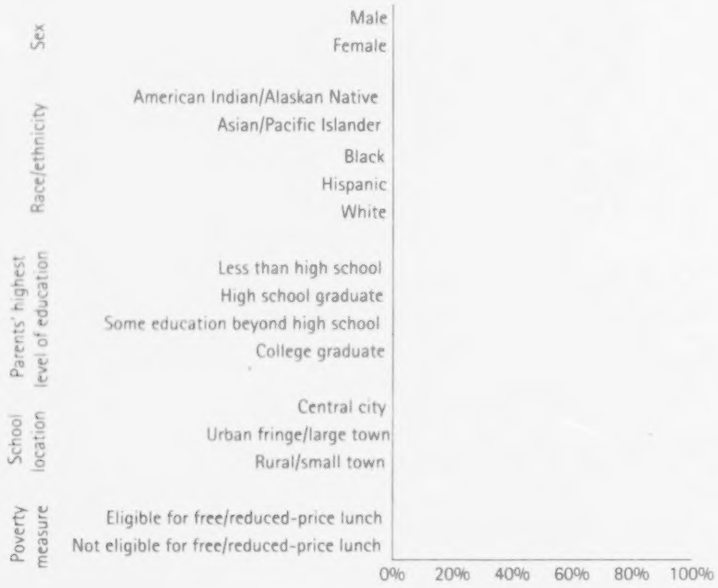
How did Ohio compare with other states in 4th grade reading achievement in public schools in 1998?

Ohio did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Ohio were at or above Proficient on the 1998 NAEP reading assessment?

Ohio did not participate in the 4th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

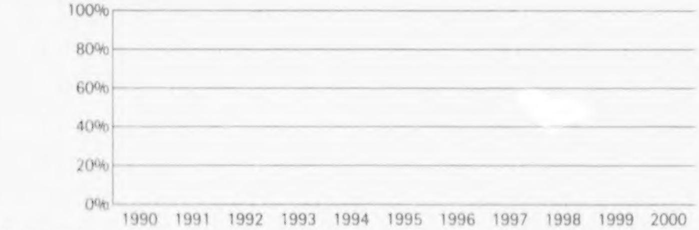
1. Improvement Over Time

Have Ohio's 8th graders improved in reading achievement?

Ohio did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

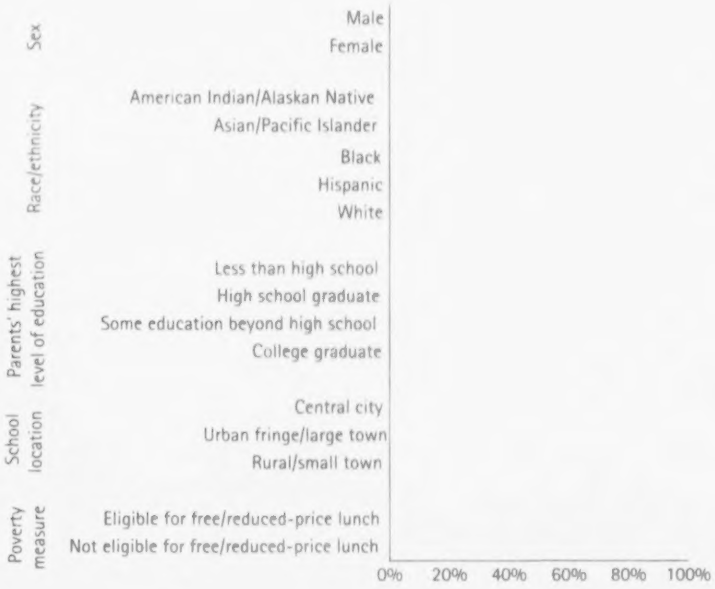
How did Ohio compare with other states in 8th grade reading achievement in public schools in 1998?

Ohio did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Ohio were at or above Proficient on the 1998 NAEP reading assessment?

Ohio did not participate in the 8th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Oklahoma

Reading Grade 4

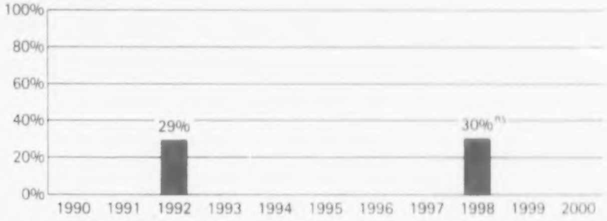
1. Improvement Over Time

Have Oklahoma's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Oklahoma compare with other states in 4th grade reading achievement in public schools in 1998?

5 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:			
Connecticut	46%	Massachusetts[2]	37%
New Hampshire	38%	Maine,[2] Minnesota[2]	36%

19 states had similar[1] percentages of students who were at or above Proficient on NAEP:			
Montana[2]	37%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Iowa	35%	Michigan, North Carolina, Oregon, Utah	28%
Colorado, Kansas, Wisconsin	34%		
Rhode Island	32%		
U.S.*	**31%**		
***Oklahoma**, Virginia, Wyoming*	**30%**		

16 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:			
Delaware, Tennessee	25%	Louisiana	19%
Alabama, Georgia	24%	Mississippi	18%
Arkansas, Florida	23%	Hawaii	17%
Arizona, New Mexico, South Carolina	22%	District of Columbia	10%
Nevada	21%	Virgin Islands	8%
California	20%		

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

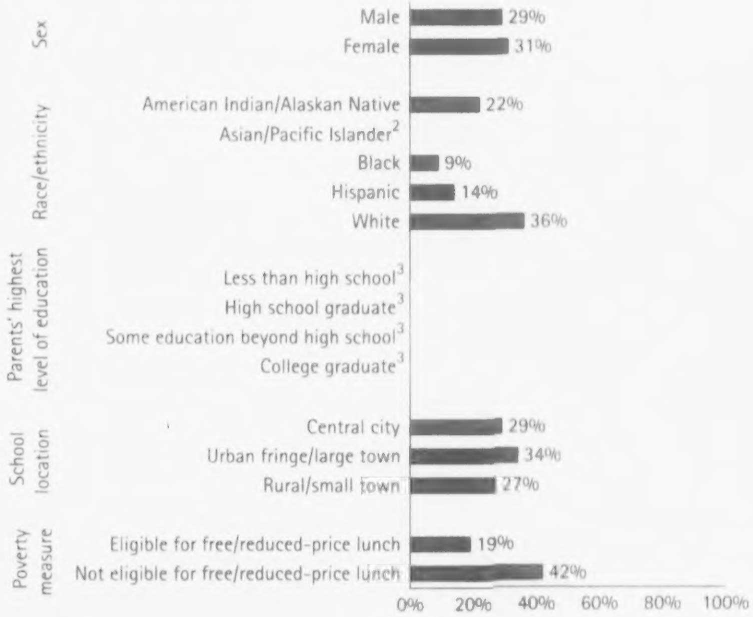
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Oklahoma were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

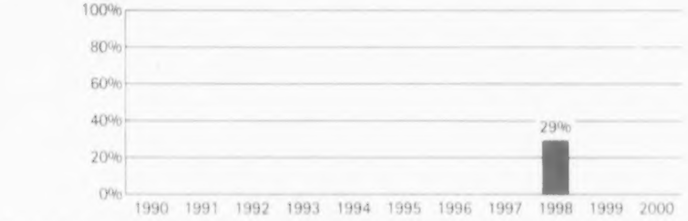
1. Improvement Over Time

Have Oklahoma's 8th graders improved in reading achievement?

In 1998, 29% of Oklahoma's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Oklahoma compare with other states in 8th grade reading achievement in public schools in 1998?

5 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Minnesota	37%
Montana	38%	Kansas[2]	35%

20 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Massachusetts[2]	36%	***Oklahoma,*** Kentucky, Missouri, Wyoming	**29%**
New York	34%		
U.S.,[*] Oregon, Virginia, Wisconsin	**33%**	Arizona, Texas	28%
Washington	32%	West Virginia	27%
Maryland, North Carolina, Utah	31%	Tennessee	26%
Colorado, Rhode Island	30%	Delaware, Georgia	25%

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Nevada, New Mexico	24%	Hawaii, Mississippi	19%
Arkansas, Florida	23%	Louisiana	18%
California, South Carolina	22%	District of Columbia	12%
Alabama	21%	Virgin Islands	10%

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

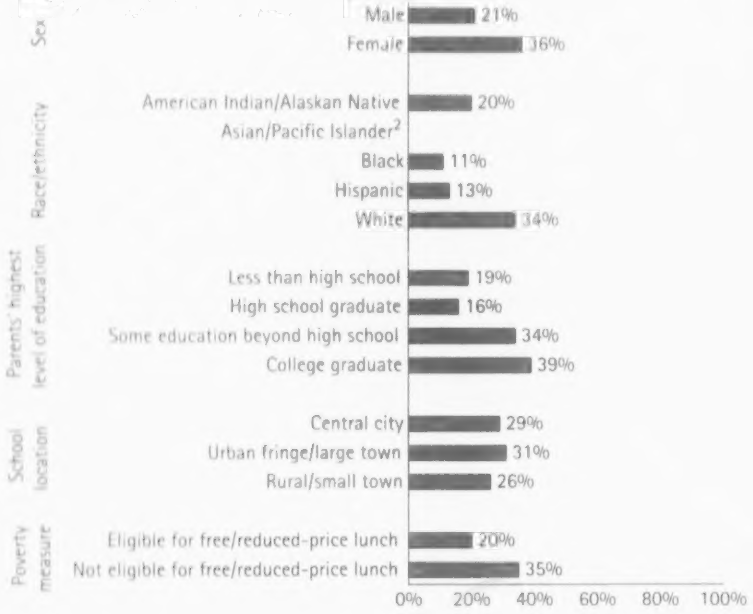
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Oklahoma were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

Oregon

Reading Grade 4

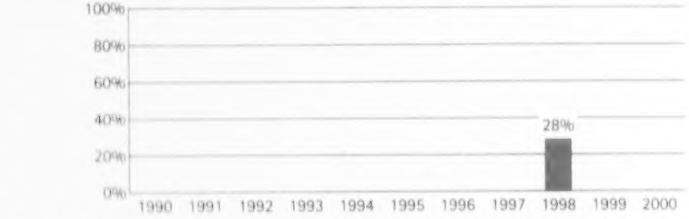
1. Improvement Over Time

Have Oregon's 4th graders improved in reading achievement?

In 1998, 28% of Oregon's public school 4th graders met the Goals Panel's performance standard in reading. This was the first year that Oregon participated in the NAEP reading assessment. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Oregon compare with other states in 4th grade reading achievement in public schools in 1998?

9 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%	Kansas,[2] Wisconsin[2]	34%

19 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Colorado[2]	34%	***Oregon,*** Michigan, North Carolina, Utah	**28%**
Rhode Island	32%	Delaware, Tennessee	25%
U.S.*	**31%**	Alabama, Georgia	24%
Oklahoma, Virginia, Wyoming	30%		
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

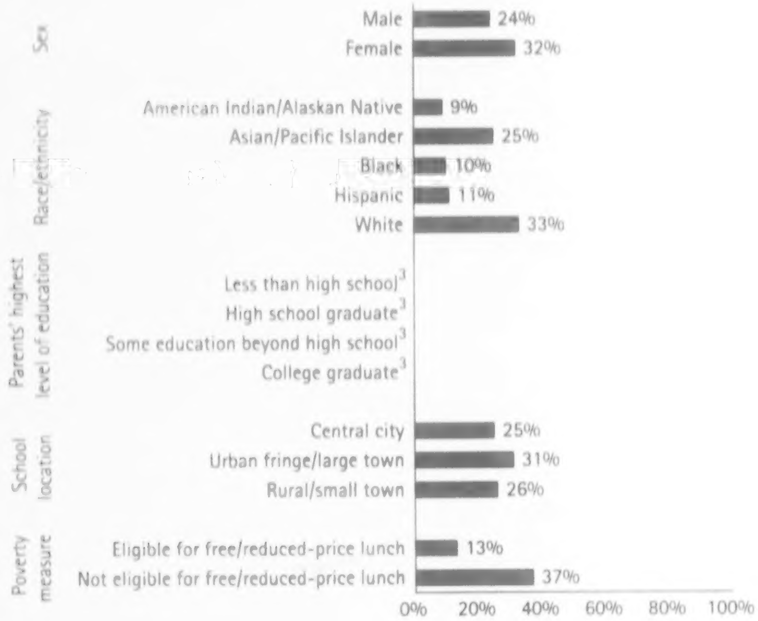
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Oregon were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

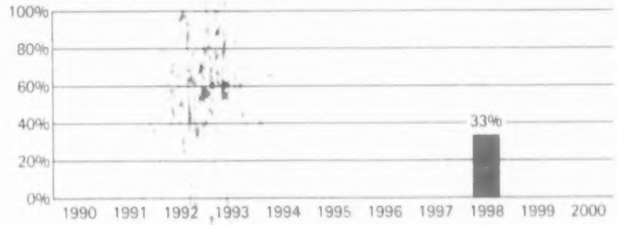
1. Improvement Over Time

Have Oregon's 8th graders improved in reading achievement?

In 1998, 33% of Oregon's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Oregon compare with other states in 8th grade reading achievement in public schools in 1998?

2 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%

19 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Montana	38%	Washington	32%
Minnesota	37%	Maryland, North Carolina, Utah	31%
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%	Arizona, Texas	28%
*U.S.,** ***Oregon***, Virginia, Wisconsin	**33%**		

16 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

West Virginia	27%	Alabama	21%
Tennessee	26%	Hawaii, Mississippi	19%
Delaware, Georgia	25%	Louisiana	18%
Nevada, New Mexico	24%	District of Columbia	12%
Arkansas, Florida	23%	Virgin Islands	10%
California, South Carolina	22%		

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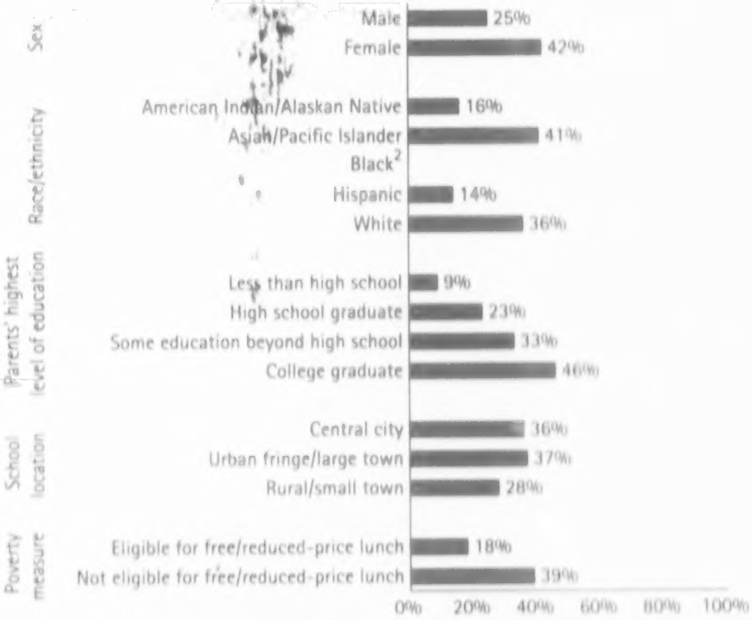
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Oregon were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Pennsylvania | Reading Grade 4

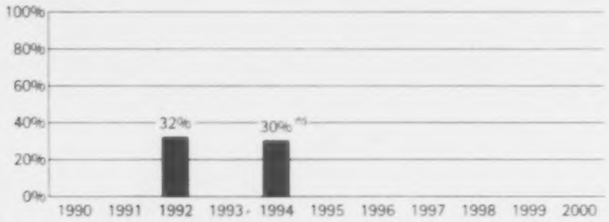
1. Improvement Over Time

Have Pennsylvania's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1994, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading. Pennsylvania did not participate in the 4th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.

Reading performance will be tested again in 2002.

2. State Comparisons†

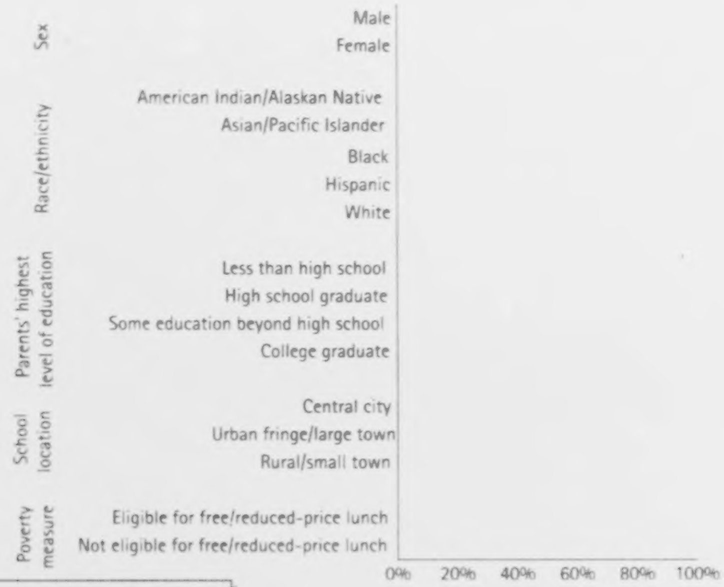
How did Pennsylvania compare with other states in 4th grade reading achievement in public schools in 1998?

Pennsylvania did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Pennsylvania were at or above Proficient on the 1998 NAEP reading assessment?

Pennsylvania did not participate in the 4th grade NAEP reading assessment in 1998.



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See Appendix A for definitions, sources, and technical notes.

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

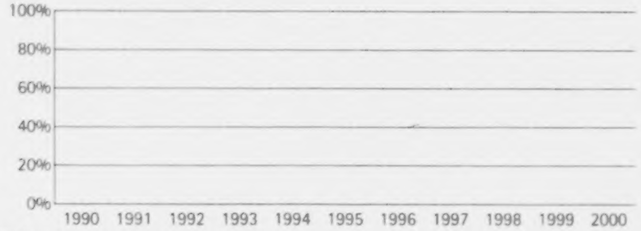
1. Improvement Over Time

Have Pennsylvania's 8th graders improved in reading achievement?

Pennsylvania did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

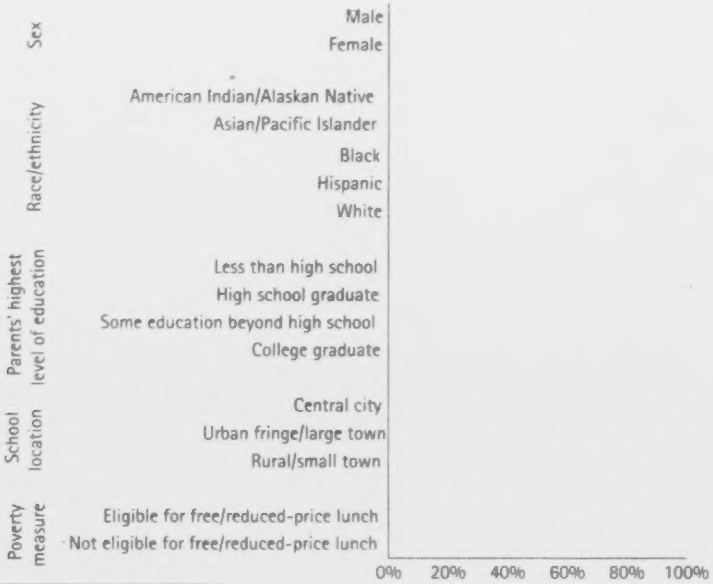
How did Pennsylvania compare with other states in 8th grade reading achievement in public schools in 1998?

Pennsylvania did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Pennsylvania were at or above Proficient on the 1998 NAEP reading assessment?

Pennsylvania did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Rhode Island — Reading Grade 4

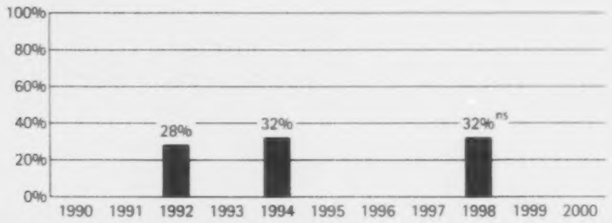
1. Improvement Over Time

Have Rhode Island's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Rhode Island compare with other states in 4th grade reading achievement in public schools in 1998?

1 state had a significantly higher[1] percentage of students who were at or above Proficient on NAEP:

Connecticut	46%

23 states had similar[1] percentages of students who were at or above Proficient on NAEP:

New Hampshire	38%	Oklahoma, Virginia, Wyoming	30%
Massachusetts, Montana	37%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Maine, Minnesota	36%	Michigan, North Carolina, Oregon, Utah	28%
Iowa	35%		
Colorado, Kansas, Wisconsin	34%		
Rhode Island	**32%**		
U.S.*	**31%**		

16 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Tennessee	25%	Louisiana	19%
Alabama, Georgia	24%	Mississippi	18%
Arkansas, Florida	23%	Hawaii	17%
Arizona, New Mexico, South Carolina	22%	District of Columbia	10%
Nevada	21%	Virgin Islands	8%
California	20%		

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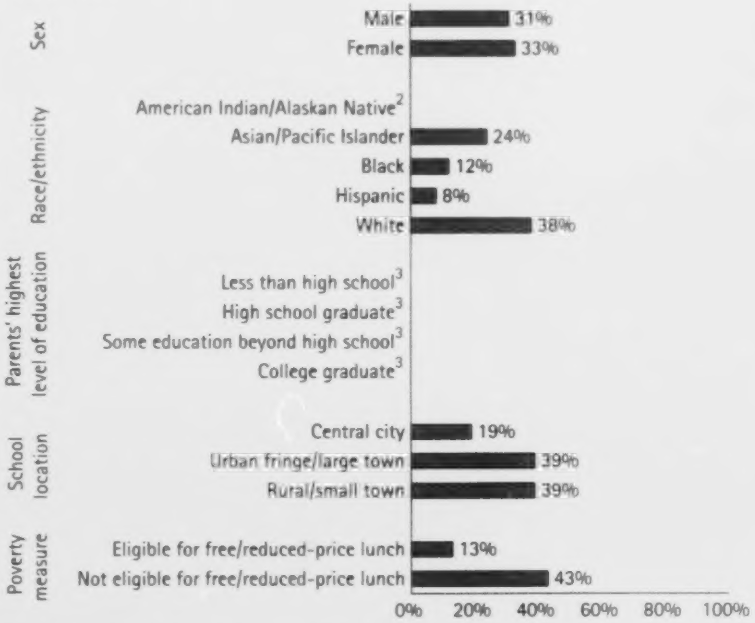
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Rhode Island were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 **Rhode Island**

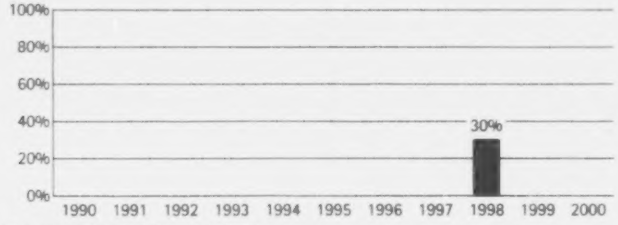
1. Improvement Over Time

Have Rhode Island's 8th graders improved in reading achievement?

In 1998, 30% of Rhode Island's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Rhode Island compare with other states in 8th grade reading achievement in public schools in 1998?

5 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Minnesota	37%
Montana	38%	Kansas[2]	35%

18 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Massachusetts[2]	36%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%	Arizona, Texas	28%
*U.S.,** Oregon, Virginia, Wisconsin	33%	West Virginia	27%
Washington	32%	Tennessee	26%
Maryland, North Carolina, Utah	31%		
Rhode Island, Colorado	**30%**		

14 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Georgia	25%	Hawaii, Mississippi	19%
Nevada, New Mexico	24%	Louisiana	18%
Arkansas, Florida	23%	District of Columbia	12%
California, South Carolina	22%	Virgin Islands	10%
Alabama	21%		

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

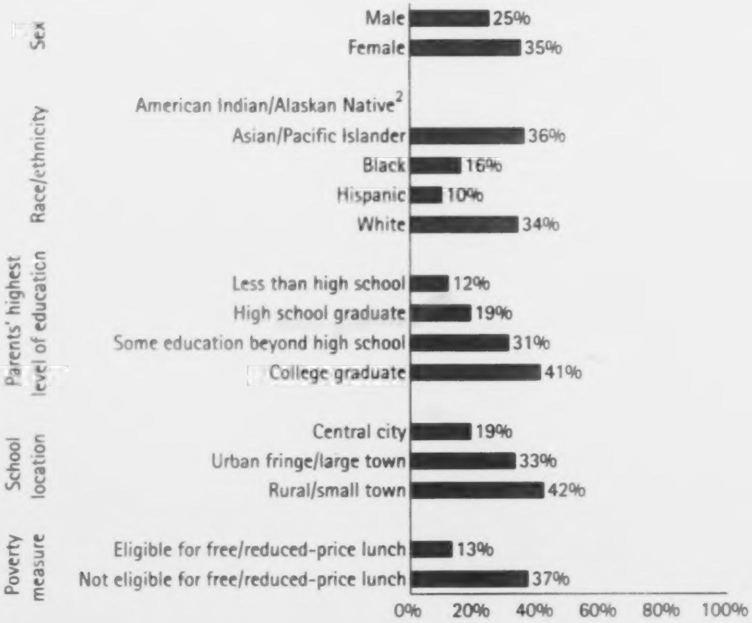
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Rhode Island were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

South Carolina — Reading Grade 4

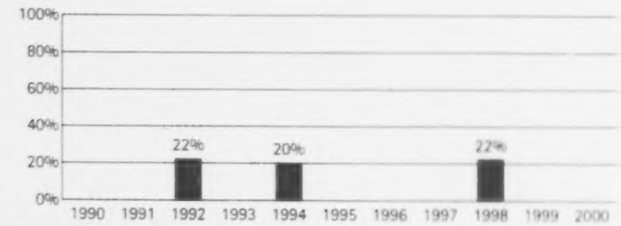
1. Improvement Over Time

Have South Carolina's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did South Carolina compare with other states in 4th grade reading achievement in public schools in 1998?

25 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	***U.S.****	**31%**
New Hampshire	38%	Oklahoma, Virginia, Wyoming	30%
Massachusetts, Montana	37%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Maine, Minnesota	36%		
Iowa	35%		
Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon, Utah	28%
Rhode Island	32%		

11 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Delaware, Tennessee	25%	Nevada	21%
Alabama, Georgia	24%	California	20%
Arkansas, Florida	23%	Louisiana	19%
South Carolina, Arizona, New Mexico	**22%**		

4 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Mississippi	18%	District of Columbia	10%
Hawaii	17%	Virgin Islands	8%

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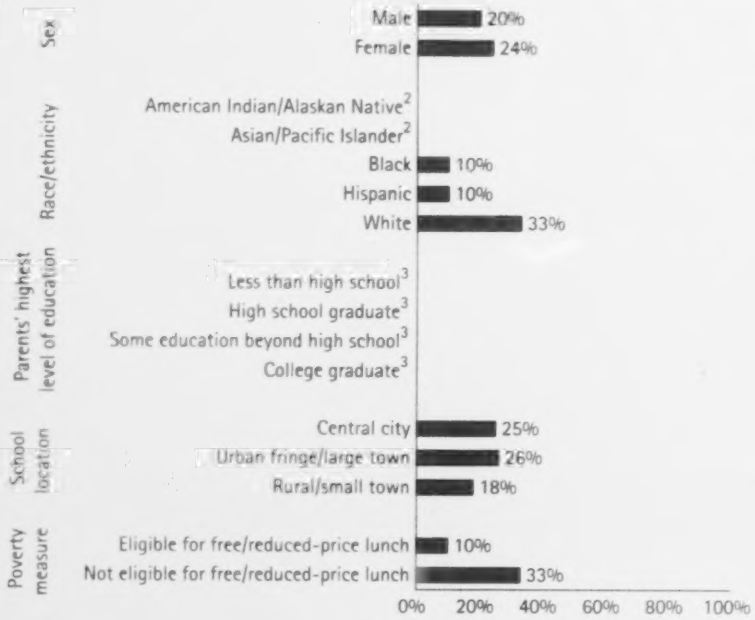
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in South Carolina were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

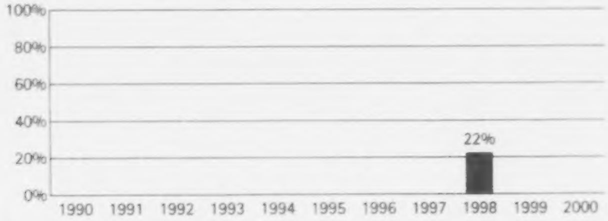
1. Improvement Over Time

Have South Carolina's 8th graders improved in reading achievement?

In 1998, 22% of South Carolina's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did South Carolina compare with other states in 8th grade reading achievement in public schools in 1998?

23 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Washington	32%
Montana	38%	Maryland, North Carolina, Utah	31%
Minnesota	37%	Colorado, Rhode Island	30%
Massachusetts	36%	Kentucky, Missouri, Oklahoma, Wyoming	29%
Kansas	35%	Arizona, Texas	28%
New York	34%	West Virginia	27%
U.S.*, Oregon, Virginia, Wisconsin	**33%**		

10 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Tennessee	26%	***South Carolina,*** California	**22%**
Delaware, Georgia	25%	Alabama	21%
Nevada, New Mexico	24%	Mississippi[2]	19%
Arkansas, Florida	23%		

4 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Hawaii[2]	19%	District of Columbia	12%
Louisiana	18%	Virgin Islands	10%

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

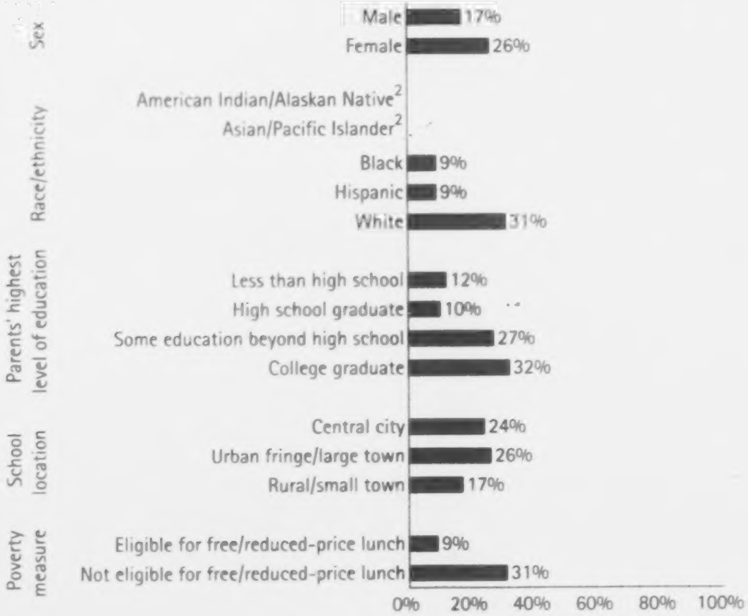
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in South Carolina were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

South Dakota Reading Grade 4

1. Improvement Over Time

Have South Dakota's 4th graders improved in reading achievement?

South Dakota did not participate in the 4th grade NAEP reading assessments in 1992, 1994, and 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

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2. State Comparisons†

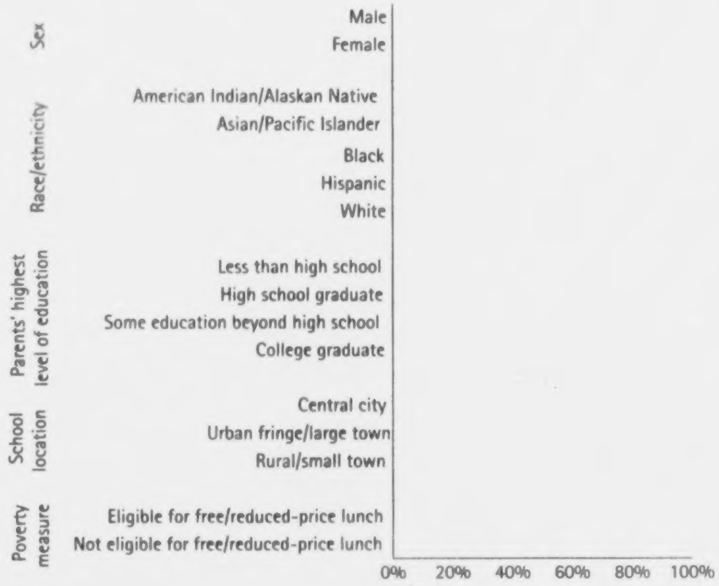
How did South Dakota compare with other states in 4th grade reading achievement in public schools in 1998?

South Dakota did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in South Dakota were at or above Proficient on the 1998 NAEP reading assessment?

South Dakota did not participate in the 4th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 South Dakota

1. Improvement Over Time

Have South Dakota's 8th graders improved in reading achievement?

South Dakota did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons†

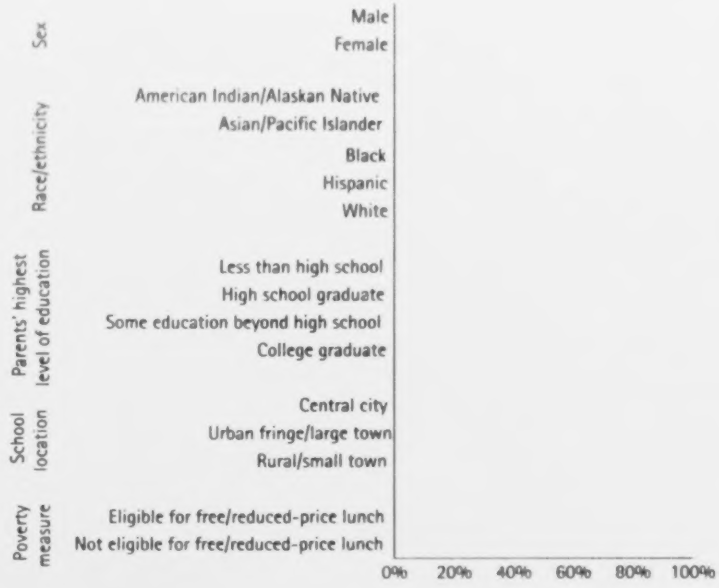
How did South Dakota compare with other states in 8th grade reading achievement in public schools in 1998?

South Dakota did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in South Dakota were at or above Proficient on the 1998 NAEP reading assessment?

South Dakota did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Tennessee — Reading Grade 4

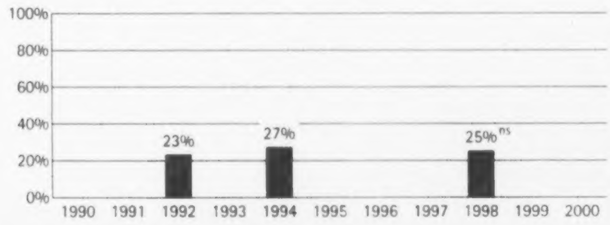
1. Improvement Over Time

Have Tennessee's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Tennessee compare with other states in 4th grade reading achievement in public schools in 1998?

12 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Colorado, Kansas, Wisconsin	34%
New Hampshire	38%	Rhode Island	32%
Massachusetts, Montana	37%	***U.S.****	**31%**
Maine, Minnesota	36%	Oklahoma[2]	30%
Iowa	35%		

21 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Virginia,[2] Wyoming[2]	30%	***Tennessee,*** Delaware	**25%**
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Alabama, Georgia	24%
		Arkansas, Florida	23%
		Arizona, New Mexico, South Carolina	22%
Michigan, North Carolina, Oregon, Utah	28%		

7 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Nevada	21%	Hawaii	17%
California	20%	District of Columbia	10%
Louisiana	19%	Virgin Islands	8%
Mississippi	18%		

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

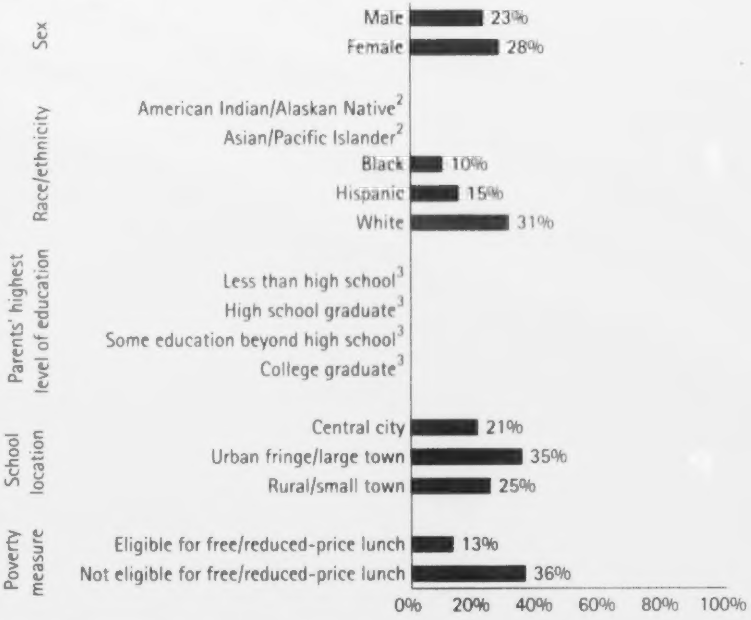
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Tennessee were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

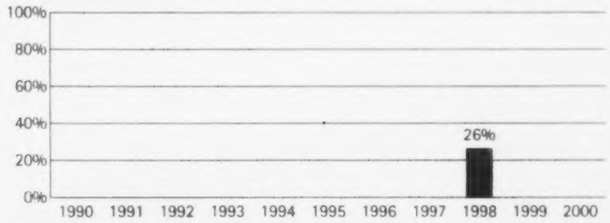
1. Improvement Over Time

Have Tennessee's 8th graders improved in reading achievement?

In 1998, 26% of Tennessee's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Tennessee compare with other states in 8th grade reading achievement in public schools in 1998?

12 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	New York	34%
Montana	38%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Minnesota	37%	Washington	32%
Massachusetts	36%	Utah[2]	31%
Kansas	35%		

18 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Maryland,[2] North Carolina[2]	31%	***Tennessee***	**26%**
Colorado, Rhode Island	30%	Delaware, Georgia	25%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Nevada, New Mexico	24%
		Arkansas, Florida	23%
Arizona, Texas	28%	California[2]	22%
West Virginia	27%		

7 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

South Carolina[2]	22%	Louisiana	18%
Alabama	21%	District of Columbia	12%
Hawaii, Mississippi	19%	Virgin Islands	10%

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

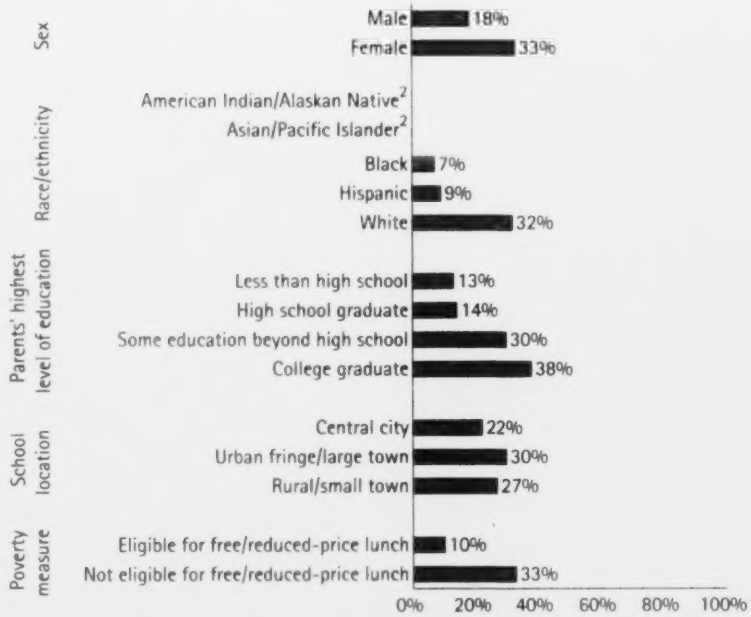
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Tennessee were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Texas — Reading Grade 4

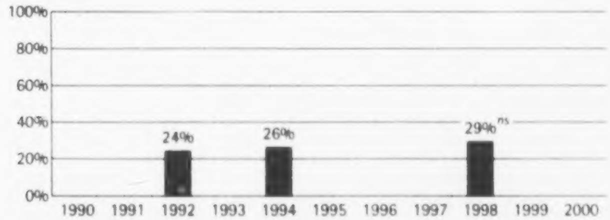
1. Improvement Over Time

Have Texas' 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



^{ns} Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Texas compare with other states in 4th grade reading achievement in public schools in 1998?

2 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	New Hampshire	38%

26 states had similar[1] percentages of students who were at or above Proficient on NAEP:

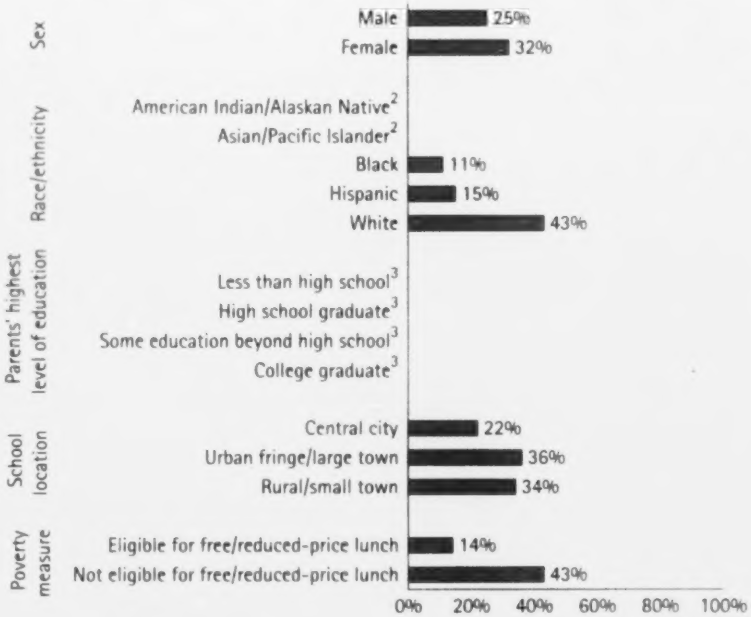
Massachusetts, Montana	37%	***Texas***, Kentucky, Maryland, Missouri, New York, Washington, West Virginia	**29%**
Maine, Minnesota	36%	Michigan, North Carolina, Oregon, Utah	28%
Iowa	35%	Delaware, Tennessee	25%
Colorado, Kansas, Wisconsin	34%	Alabama, Georgia	24%
Rhode Island	32%		
U.S.[*]	**31%**		
Oklahoma, Virginia, Wyoming	30%		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Texas were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

[*] Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Texas

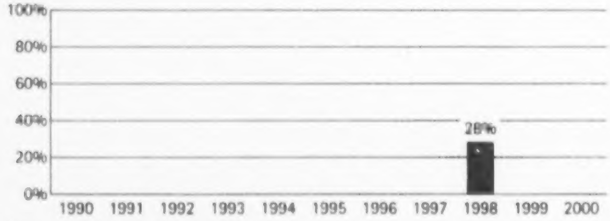
1. Improvement Over Time

Have Texas' 8th graders improved in reading achievement?

In 1998, 28% of Texas' public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Texas compare with other states in 8th grade reading achievement in public schools in 1998?

6 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Massachusetts	36%
Montana	38%	Kansas	35%
Minnesota	37%		

22 states had similar[1] percentages of students who were at or above Proficient on NAEP:

New York	34%	***Texas,*** Arizona	**28%**
U.S.,* Oregon, Virginia, Wisconsin	**33%**	West Virginia	27%
Washington	32%	Tennessee	26%
Maryland, North Carolina, Utah	31%	Delaware, Georgia	25%
Colorado, Rhode Island	30%	Nevada, New Mexico	24%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Florida[2]	23%

9 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arkansas[2]	23%	Louisiana	18%
California, South Carolina	22%	District of Columbia	12%
Alabama	21%	Virgin Islands	10%
Hawaii, Mississippi	19%		

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

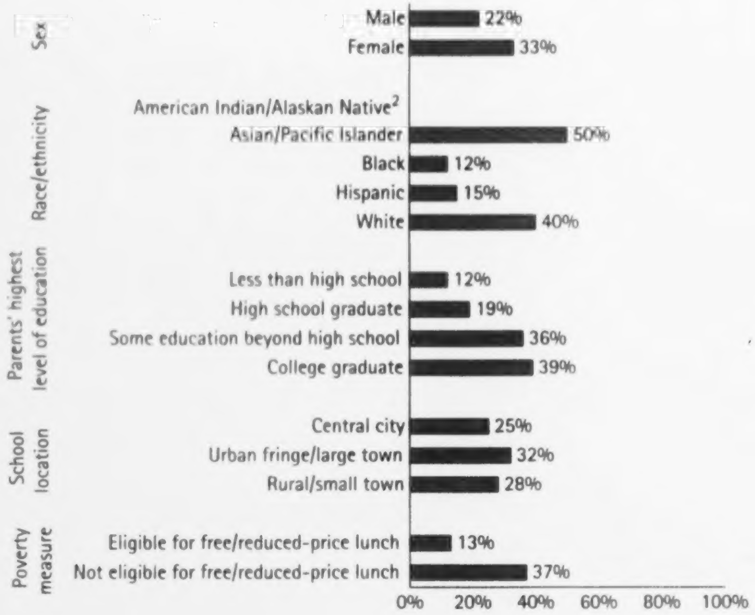
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Texas were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Utah — Reading Grade 4

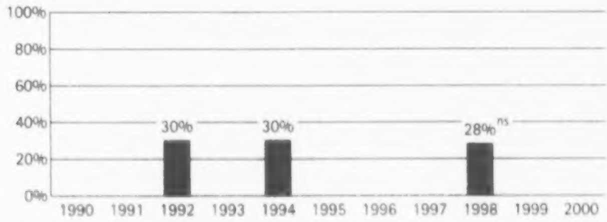
1. Improvement Over Time

Have Utah's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Utah compare with other states in 4th grade reading achievement in public schools in 1998?

9 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%	Kansas,[2] Wisconsin[2]	34%

19 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Colorado[2]	34%	***Utah,*** Michigan, North Carolina, Oregon	**28%**
Rhode Island	32%	Delaware, Tennessee	25%
U.S.*	**31%**	Alabama, Georgia	24%
Oklahoma, Virginia, Wyoming	30%		
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%		

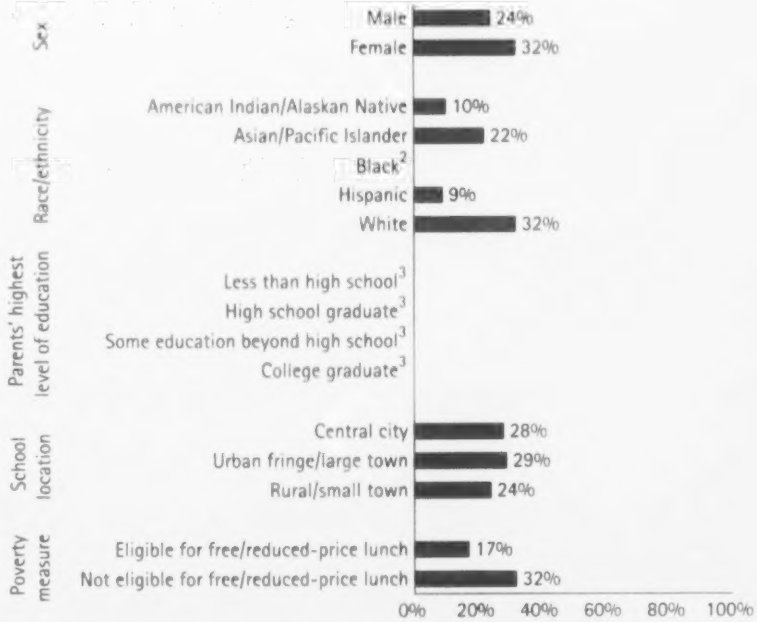
12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.
[1] See explanation on pp. 2-3.
[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.
* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Utah were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.
[2] Characteristics of the sample do not permit a reliable estimate.
[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Utah

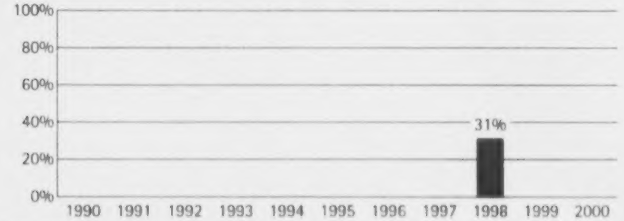
1. Improvement Over Time

Have Utah's 8th graders improved in reading achievement?

In 1998, 31% of Utah's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Utah compare with other states in 8th grade reading achievement in public schools in 1998?

3 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Montana	38%

18 states had similar[1] percentages of students who were at or above Proficient on NAEP:

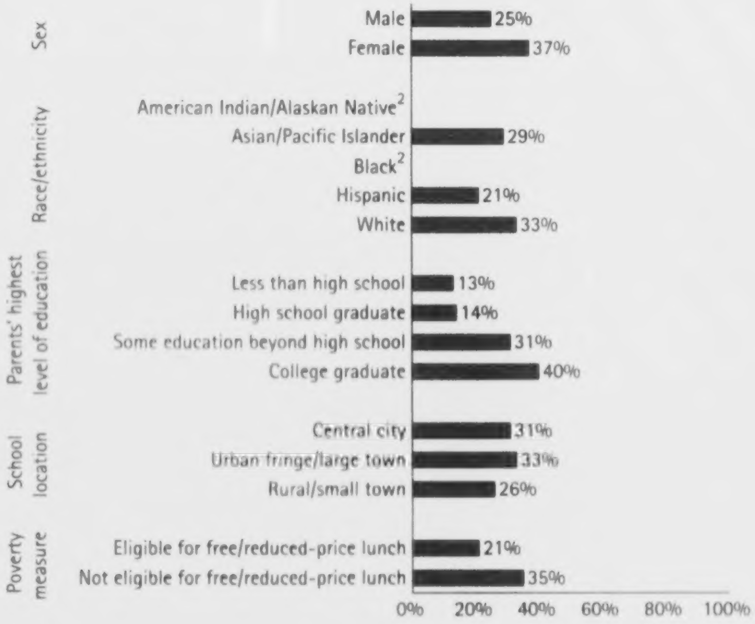
Minnesota	37%	***Utah,*** Maryland, North Carolina	**31%**
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%	Arizona, Texas	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**		
Washington	32%		

16 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

West Virginia	27%	Alabama	21%
Tennessee	26%	Hawaii, Mississippi	19%
Delaware, Georgia	25%	Louisiana	18%
Nevada, New Mexico	24%	District of Columbia	12%
Arkansas, Florida	23%	Virgin Islands	10%
California, South Carolina	22%		

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Utah were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Vermont

Reading Grade 4

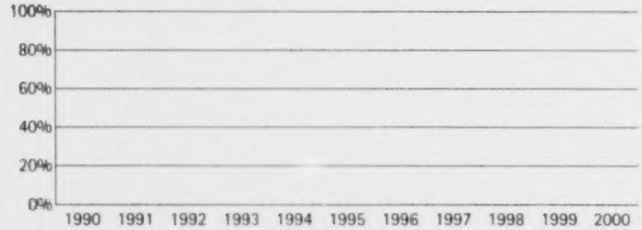
1. Improvement Over Time

Have Vermont's 4th graders improved in reading achievement?

Vermont did not participate in the 4th grade NAEP reading assessments in 1992, 1994, and 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

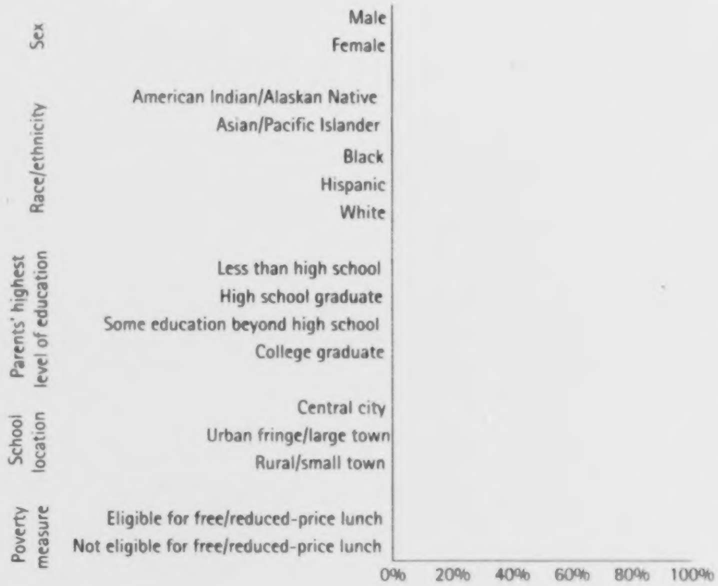
How did Vermont compare with other states in 4th grade reading achievement in public schools in 1998?

Vermont did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Vermont were at or above Proficient on the 1998 NAEP reading assessment?

Vermont did not participate in the 4th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Vermont

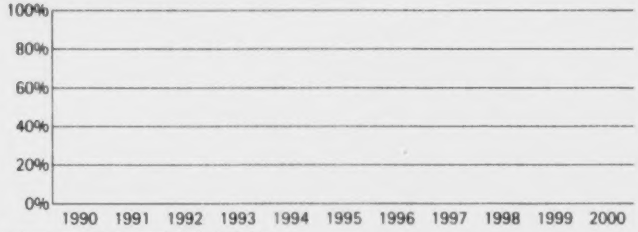
1. Improvement Over Time

Have Vermont's 8th graders improved in reading achievement?

Vermont did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

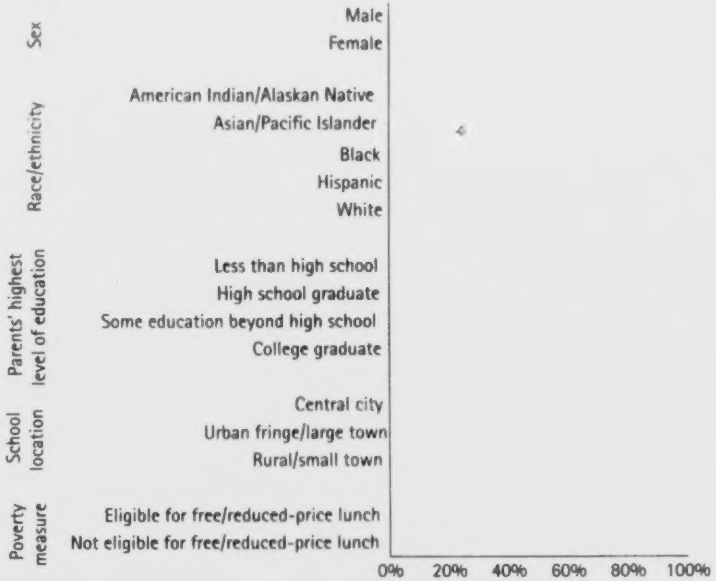
How did Vermont compare with other states in 8th grade reading achievement in public schools in 1998?

Vermont did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Vermont were at or above Proficient on the 1998 NAEP reading assessment?

Vermont did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Virginia

Reading Grade 4

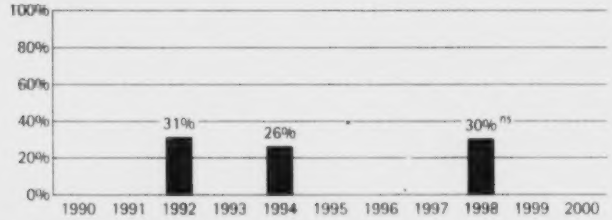
1. Improvement Over Time

Have Virginia's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Virginia compare with other states in 4th grade reading achievement in public schools in 1998?

3 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Massachusetts[2]	37%
New Hampshire	38%		

21 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Montana[2]	37%	***Virginia***, Oklahoma, Wyoming	**30%**
Maine, Minnesota	36%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Iowa	35%		
Colorado, Kansas, Wisconsin	34%		
Rhode Island	32%	Michigan, North Carolina, Oregon, Utah	28%
U.S.*	**31%**		

16 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Delaware, Tennessee	25%	Louisiana	19%
Alabama, Georgia	24%	Mississippi	18%
Arkansas, Florida	23%	Hawaii	17%
Arizona, New Mexico, South Carolina	22%	District of Columbia	10%
Nevada	21%	Virgin Islands	8%
California	20%		

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

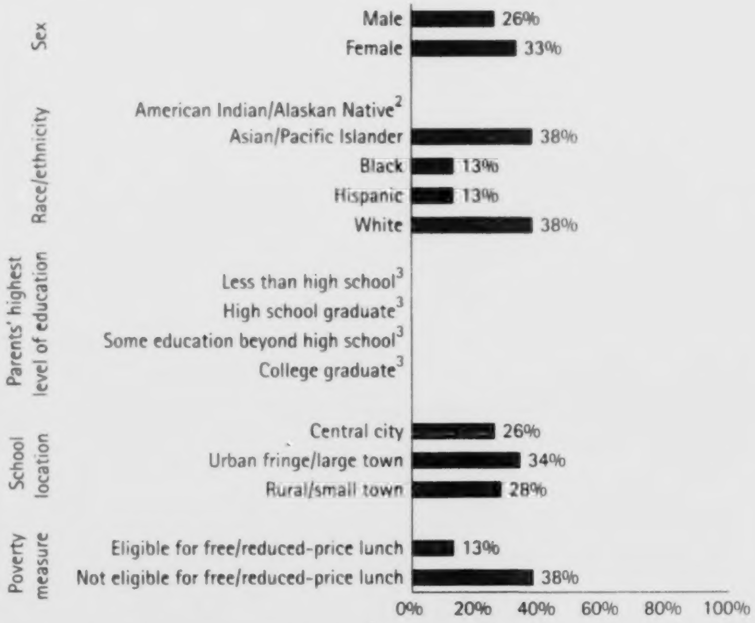
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Virginia were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 Virginia

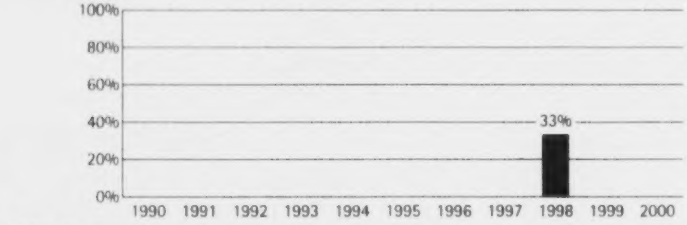
1. Improvement Over Time

Have Virginia's 8th graders improved in reading achievement?

In 1998, 33% of Virginia's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals-Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Virginia compare with other states in 8th grade reading achievement in public schools in 1998?

2 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%

18 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Montana	38%	Washington	32%
Minnesota	37%	Maryland, North Carolina, Utah	31%
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%		
U.S.,* Virginia, Oregon, Wisconsin	**33%**	Texas²	28%

17 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Arizona²	28%	California, South Carolina	22%
West Virginia	27%	Alabama	21%
Tennessee	26%	Hawaii, Mississippi	19%
Delaware, Georgia	25%	Louisiana	18%
Nevada, New Mexico	24%	District of Columbia	12%
Arkansas, Florida	23%	Virgin Islands	10%

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

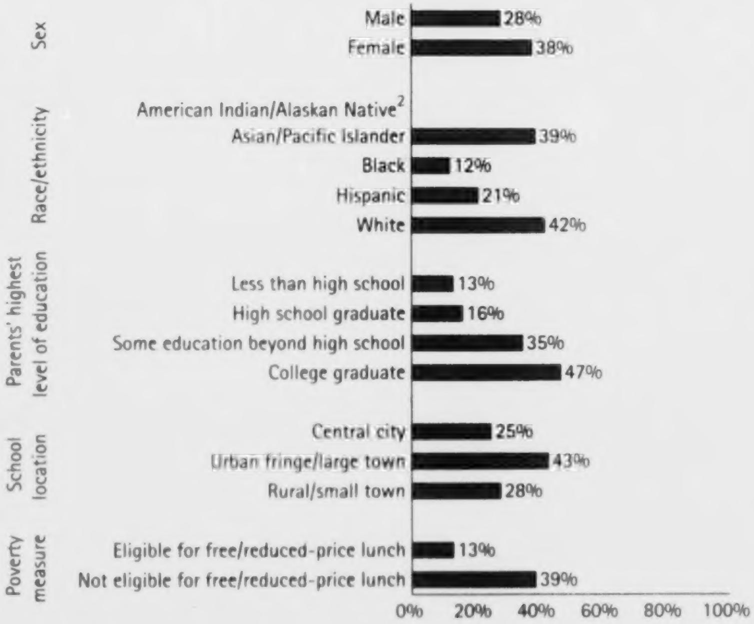
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Virginia were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Washington Reading Grade 4

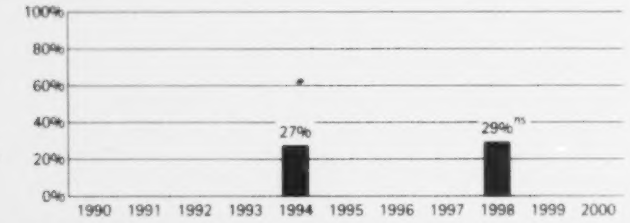
1. Improvement Over Time

Have Washington's 4th graders improved in reading achievement?

Not yet. Between 1994 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Washington compare with other states in 4th grade reading achievement in public schools in 1998?

7 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	**46%**	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%		

18 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon, Utah	28%
Rhode Island	32%	Tennessee[2]	25%
U.S.*	**31%**		
Oklahoma, Virginia, Wyoming	30%		
Washington, Kentucky, Maryland, Missouri, New York, Texas, West Virginia	**29%**		

15 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Delaware[2]	25%	Louisiana	19%
Alabama, Georgia	24%	Mississippi	18%
Arkansas, Florida	23%	Hawaii	17%
Arizona, New Mexico, South Carolina	22%	District of Columbia	10%
Nevada	21%	Virgin Islands	8%
California	20%		

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

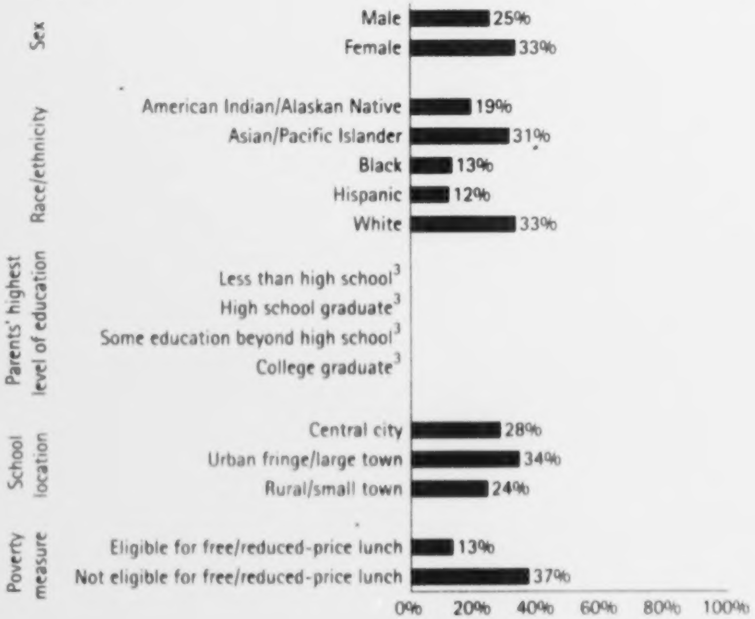
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Washington were at or above Proficient on the 1998 NAEP reading assessment?[2]



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

Reading Grade 8 — Washington

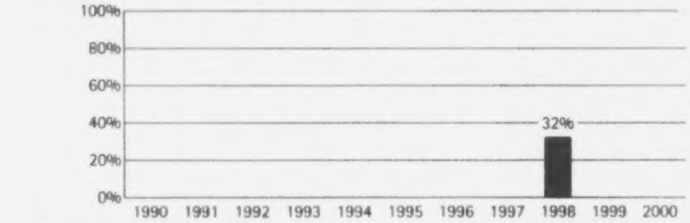
1. Improvement Over Time

Have Washington's 8th graders improved in reading achievement?

In 1998, 32% of Washington's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Washington compare with other states in 8th grade reading achievement in public schools in 1998?

2 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%

19 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Montana	38%	***Washington***	**32%**
Minnesota	37%	Maryland, North Carolina, Utah	31%
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%	Arizona, Texas	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**		

16 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

West Virginia	27%	Alabama	21%
Tennessee	26%	Hawaii, Mississippi	19%
Delaware, Georgia	25%	Louisiana	18%
Nevada, New Mexico	24%	District of Columbia	12%
Arkansas, Florida	23%	Virgin Islands	10%
California, South Carolina	22%		

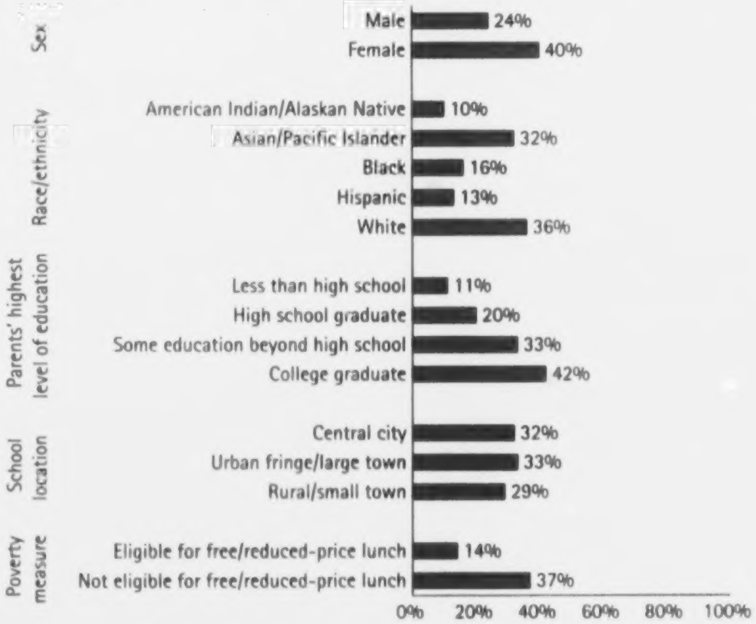
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Washington were at or above Proficient on the 1998 NAEP reading assessment?



¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

See Appendix A for definitions, sources, and technical notes.

West Virginia

Reading Grade 4

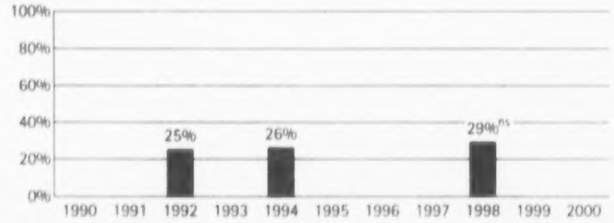
1. Improvement Over Time

Have West Virginia's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did West Virginia compare with other states in 4th grade reading achievement in public schools in 1998?

7 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%		

21 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon, Utah	28%
Rhode Island	32%	Delaware, Tennessee	25%
U.S.*	**31%**	Alabama, Georgia	24%
Oklahoma, Virginia, Wyoming	30%		
West Virginia, Kentucky, Maryland, Missouri, New York, Texas, Washington	**29%**		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Arkansas, Florida	23%	Mississippi	18%
Arizona, New Mexico, South Carolina	22%	Hawaii	17%
Nevada	21%	District of Columbia	10%
California	20%	Virgin Islands	8%
Louisiana	19%		

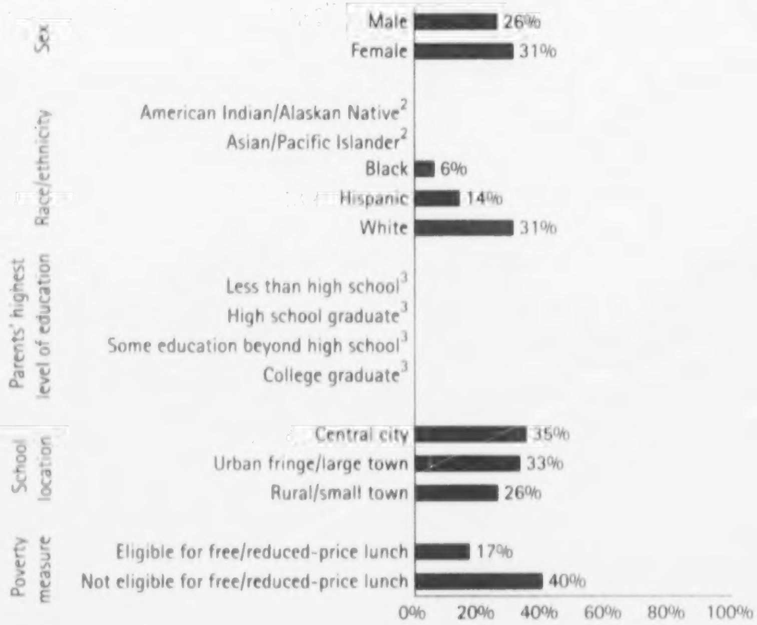
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in West Virginia were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 — West Virginia

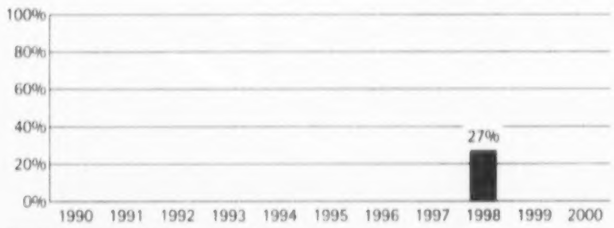
1. Improvement Over Time

Have West Virginia's 8th graders improved in reading achievement?

In 1998, 27% of West Virginia's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did West Virginia compare with other states in 8th grade reading achievement in public schools in 1998?

12 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	New York	34%
Montana	38%	***U.S.,**** Oregon, Virginia, Wisconsin	**33%**
Minnesota	37%	Washington	32%
Massachusetts	36%	Utah[2]	31%
Kansas	35%		

16 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Maryland,[2] North Carolina[2]	31%	***West Virginia***	**27%**
Colorado, Rhode Island	30%	Tennessee	26%
Kentucky, Missouri, Oklahoma, Wyoming	29%	Delaware, Georgia	25%
		Nevada, New Mexico	24%
Arizona, Texas	28%	Arkansas[2]	23%

9 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Florida[2]	23%	Louisiana	18%
California, South Carolina	22%	District of Columbia	12%
Alabama	21%	Virgin Islands	10%
Hawaii, Mississippi	19%		

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

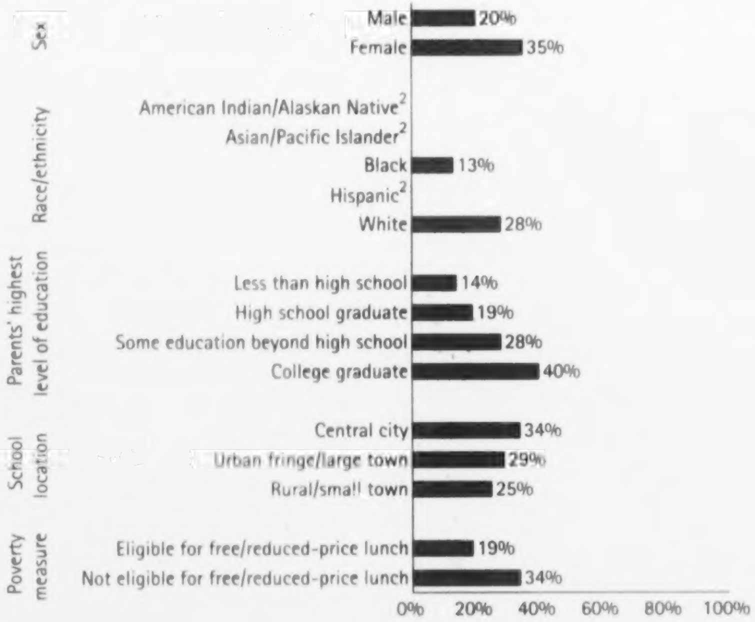
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in West Virginia were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Wisconsin

Reading Grade 4

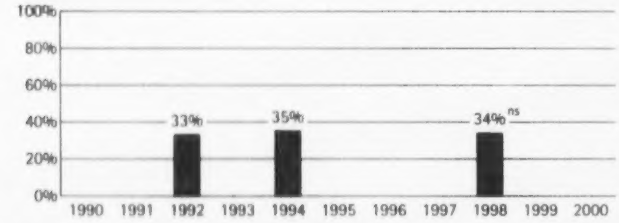
1. Improvement Over Time

Have Wisconsin's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Wisconsin compare with other states in 4th grade reading achievement in public schools in 1998?

1 state had a significantly higher[1] percentage of students who were at or above Proficient on NAEP:

Connecticut	46%

16 states had similar[1] percentages of students who were at or above Proficient on NAEP:

New Hampshire	38%	Rhode Island	32%
Massachusetts, Montana	37%	***U.S.****	31%
Maine, Minnesota	36%	Oklahoma, Virginia, Wyoming	30%
Iowa	35%	Kentucky,[2] Maryland,[2] New York,[2] Texas[2]	29%
Wisconsin, Colorado, Kansas	**34%**		

23 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Missouri,[2] Washington,[2] West Virginia[2]	29%	Nevada	21%
Michigan, North Carolina, Oregon, Utah	28%	California	20%
		Louisiana	19%
Delaware, Tennessee	25%	Mississippi	18%
Alabama, Georgia	24%	Hawaii	17%
Arkansas, Florida	23%	District of Columbia	10%
Arizona, New Mexico, South Carolina	22%	Virgin Islands	8%

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

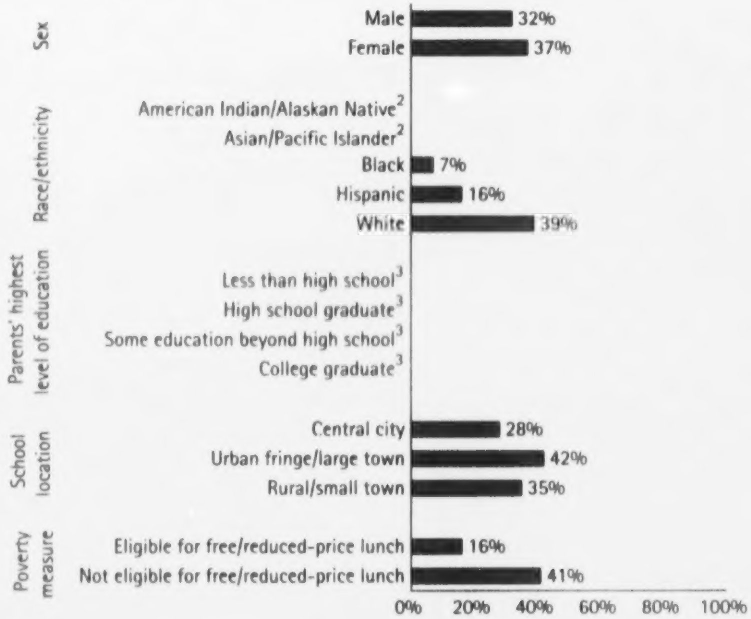
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Wisconsin were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

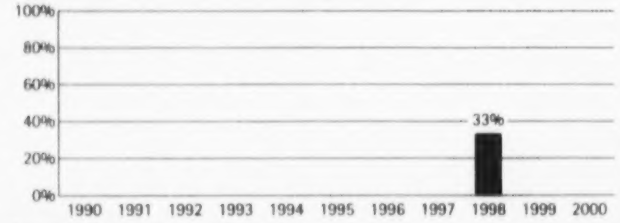
1. Improvement Over Time

Have Wisconsin's 8th graders improved in reading achievement?

In 1998, 33% of Wisconsin's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Wisconsin compare with other states in 8th grade reading achievement in public schools in 1998?

2 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%

19 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Montana	38%	Washington	32%
Minnesota	37%	Maryland, North Carolina, Utah	31%
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma, Wyoming	29%
New York	34%	Arizona, Texas	28%
U.S., **Wisconsin**,* Oregon, Virginia	**33%**		

16 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

West Virginia	27%	Alabama	21%
Tennessee	26%	Hawaii, Mississippi	19%
Delaware, Georgia	25%	Louisiana	18%
Nevada, New Mexico	24%	District of Columbia	12%
Arkansas, Florida	23%	Virgin Islands	10%
California, South Carolina	22%		

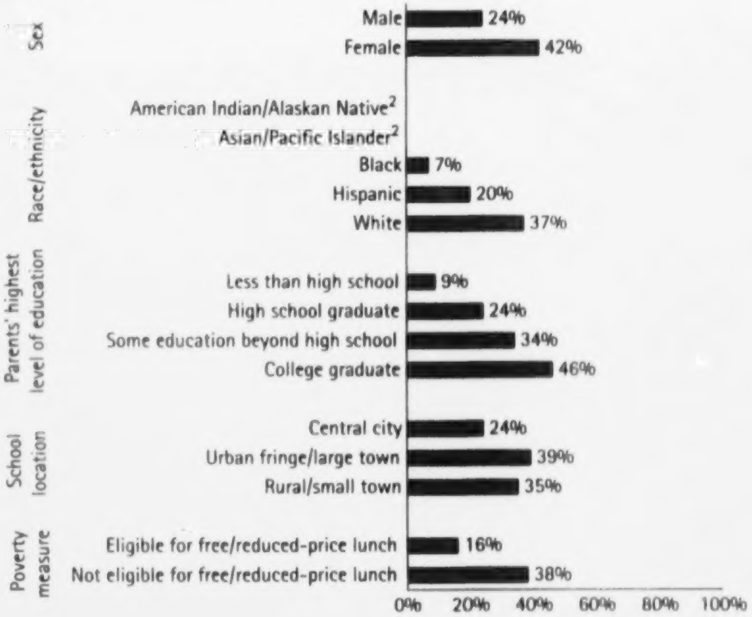
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Wisconsin were at or above Proficient on the 1998 NAEP reading assessment?



[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Wyoming

Reading Grade 4

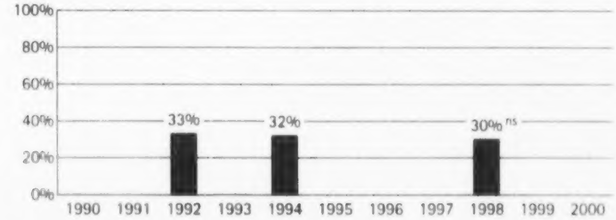
1. Improvement Over Time

Have Wyoming's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



ns Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons†

How did Wyoming compare with other states in 4th grade reading achievement in public schools in 1998?

2 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	New Hampshire	38%

23 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Massachusetts, Montana	37%	Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%
Maine, Minnesota	36%	Michigan, North Carolina, Oregon, Utah	28%
Iowa	35%	Tennessee[2]	25%
Colorado, Kansas, Wisconsin	34%		
Rhode Island	32%		
U.S.*	**31%**		
***Wyoming**, Oklahoma, Virginia*	**30%**		

15 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Delaware[2]	25%	Louisiana	19%
Alabama, Georgia	24%	Mississippi	18%
Arkansas, Florida	23%	Hawaii	17%
Arizona, New Mexico, South Carolina	22%	District of Columbia	10%
Nevada	21%	Virgin Islands	8%
California	20%		

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

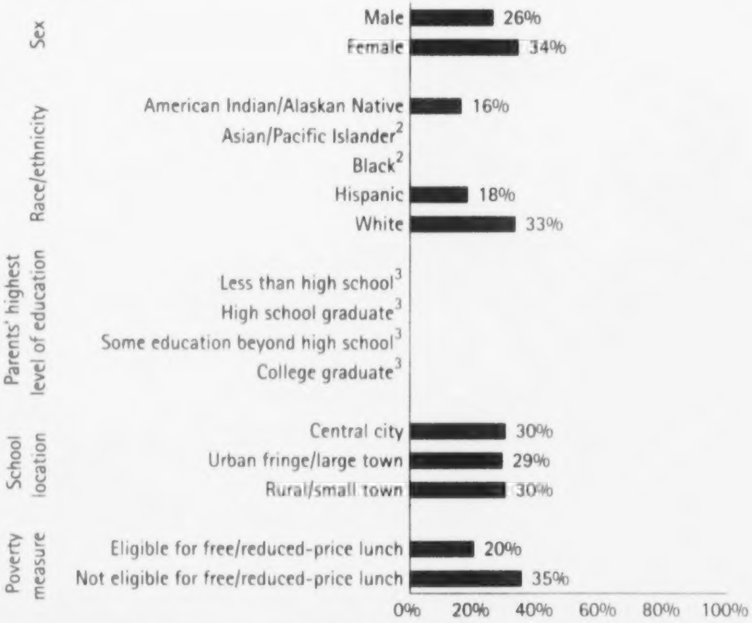
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Wyoming were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 **Wyoming**

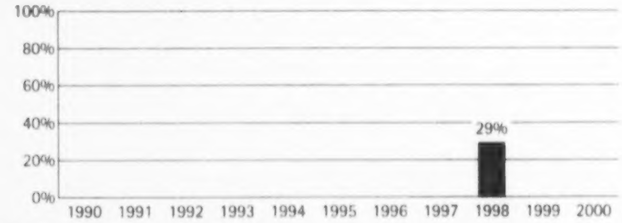
1. Improvement Over Time

Have Wyoming's 8th graders improved in reading achievement?

In 1998, 29% of Wyoming's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did Wyoming compare with other states in 8th grade reading achievement in public schools in 1998?

5 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine	42%	Minnesota	37%
Montana	38%	Kansas[2]	35%

20 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Massachusetts[2]	36%	***Wyoming,*** Kentucky, Missouri, Oklahoma	**29%**
New York	34%	Arizona, Texas	28%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	West Virginia	27%
Washington	32%	Tennessee	26%
Maryland, North Carolina, Utah	31%	Delaware, Georgia	25%
Colorado, Rhode Island	30%		

12 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Nevada, New Mexico	24%	Hawaii, Mississippi	19%
Arkansas, Florida	23%	Louisiana	18%
California, South Carolina	22%	District of Columbia	12%
Alabama	21%	Virgin Islands	10%

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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

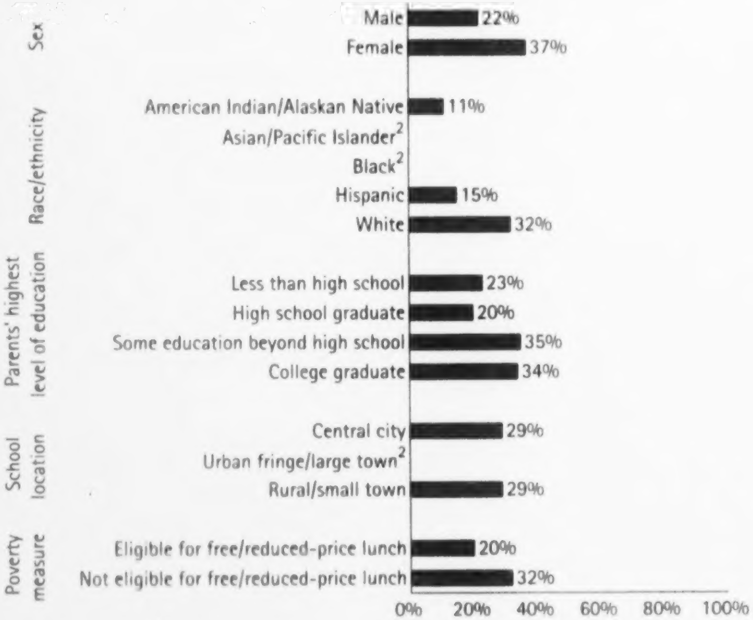
[1] See explanation on pp. 2-3.

[2] State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Wyoming were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

American Samoa — Reading Grade 4

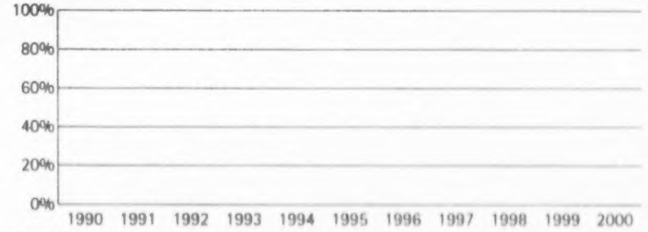
1. Improvement Over Time

Have American Samoa's 4th graders improved in reading achievement?

American Samoa did not participate in the 4th grade NAEP reading assessments in 1992, 1994, and 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

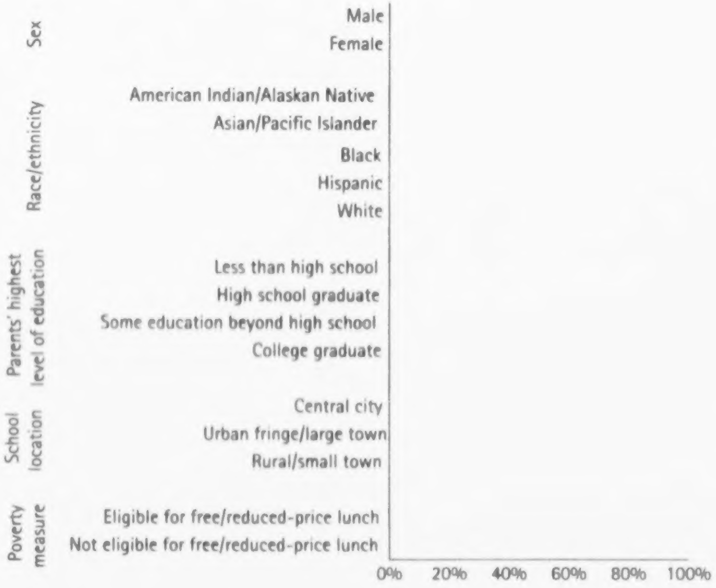
How did American Samoa compare with other states in 4th grade reading achievement in public schools in 1998?

American Samoa did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in American Samoa were at or above Proficient on the 1998 NAEP reading assessment?

American Samoa did not participate in the 4th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

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1. Improvement Over Time

Have American Samoa's 8th graders improved in reading achievement?

American Samoa did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

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2. State Comparisons[†]

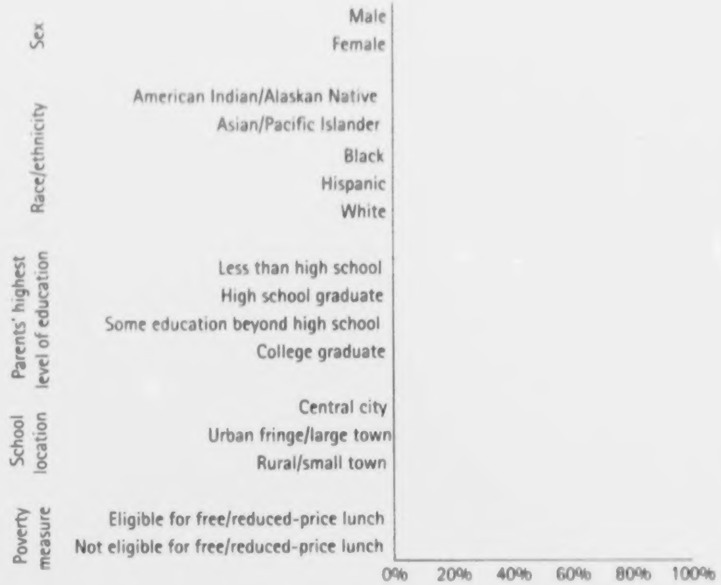
How did American Samoa compare with other states in 8th grade reading achievement in public schools in 1998?

American Samoa did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in American Samoa were at or above Proficient on the 1998 NAEP reading assessment?

American Samoa did not participate in the 8th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Guam

Reading Grade 4

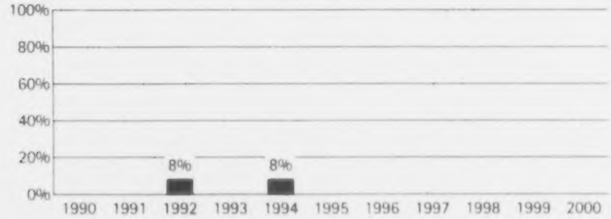
1. Improvement Over Time

Have Guam's 4th graders improved in reading achievement?

Not yet. Between 1992 and 1994, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading. Guam did not participate in the 4th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

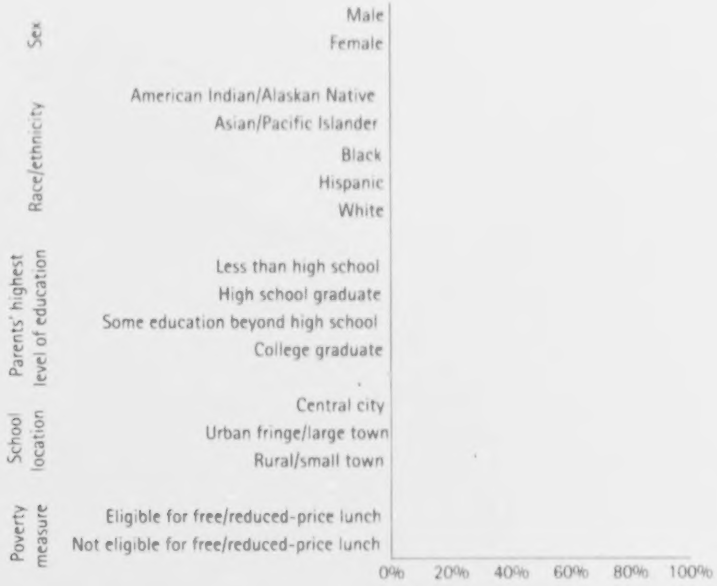
How did Guam compare with other states in 4th grade reading achievement in public schools in 1998?

Guam did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Guam were at or above Proficient on the 1998 NAEP reading assessment?

Guam did not participate in the 4th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

1. Improvement Over Time

Have Guam's 8th graders improved in reading achievement?

Guam did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons[†]

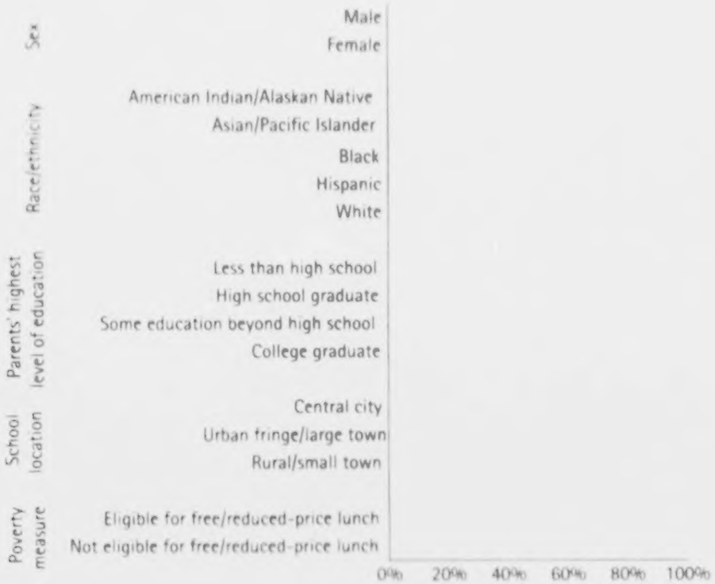
How did Guam compare with other states in 8th grade reading achievement in public schools in 1998?

Guam did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Guam were at or above Proficient on the 1998 NAEP reading assessment?

Guam did not participate in the 8th grade NAEP reading assessment in 1998.



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

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See Appendix A for definitions, sources, and technical notes.

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Northern Marianas

Reading Grade 4

1. Improvement Over Time

Have the Northern Marianas' 4th graders improved in reading achievement?

The Northern Marianas did not participate in the 4th grade NAEP reading assessments in 1992, 1994, and 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons†

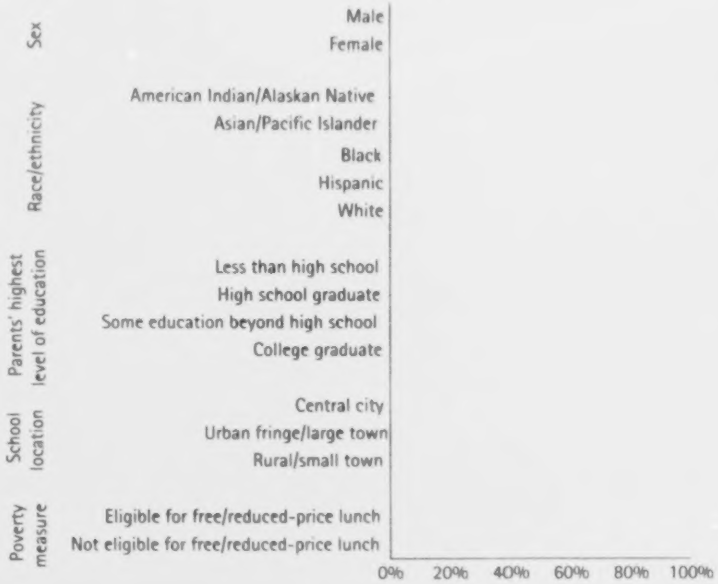
How did the Northern Marianas compare with other states in 4th grade reading achievement in public schools in 1998?

The Northern Marianas did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in the Northern Marianas were at or above Proficient on the 1998 NAEP reading assessment?

The Northern Marianas did not participate in the 4th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

1. Improvement Over Time

Have the Northern Marianas' 8th graders improved in reading achievement?

The Northern Marianas did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

---

2. State Comparisons†

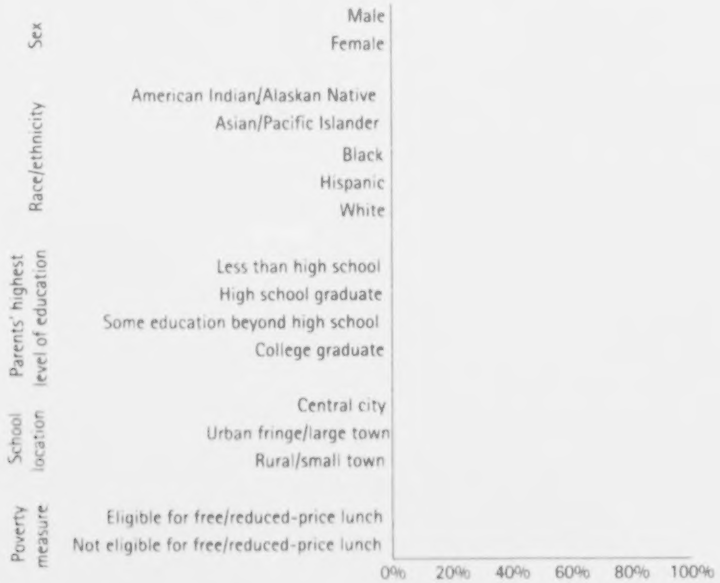
How did the Northern Marianas compare with other states in 8th grade reading achievement in public schools in 1998?

The Northern Marianas did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in the Northern Marianas were at or above Proficient on the 1998 NAEP reading assessment?

The Northern Marianas did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Puerto Rico

Reading Grade 4

1. Improvement Over Time

Have Puerto Rico's 4th graders improved in reading achievement?

Puerto Rico did not participate in the 4th grade NAEP reading assessments in 1992, 1994, and 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons†

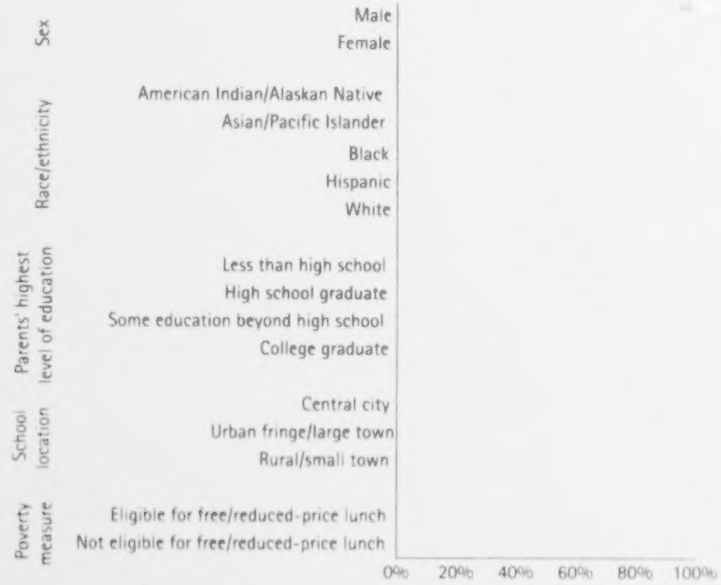
How did Puerto Rico compare with other states in 4th grade reading achievement in public schools in 1998?

Puerto Rico did not participate in the 4th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Puerto Rico were at or above Proficient on the 1998 NAEP reading assessment?

Puerto Rico did not participate in the 4th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

Reading Grade 8 [redacted] Puerto Rico

1. Improvement Over Time

Have Puerto Rico's 8th graders improved in reading achievement?

Puerto Rico did not participate in the 8th grade NAEP reading assessment in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment

Reading performance will be tested again in 2002.

2. State Comparisons†

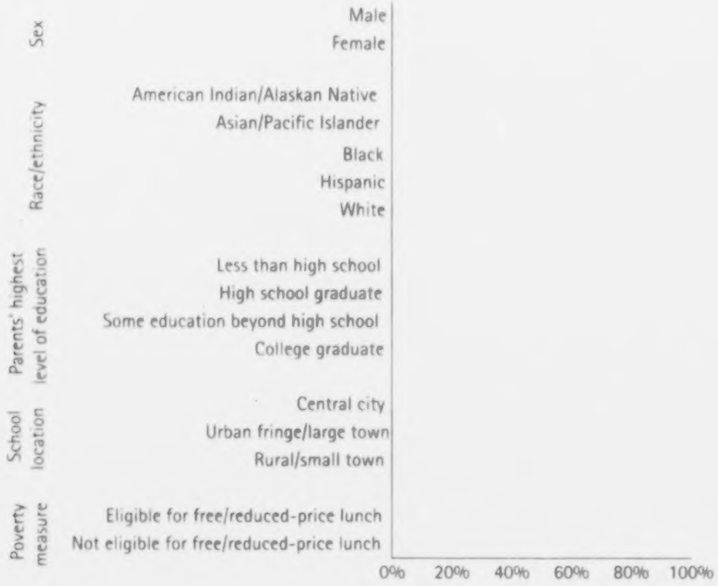
How did Puerto Rico compare with other states in 8th grade reading achievement in public schools in 1998?

Puerto Rico did not participate in the 8th grade NAEP reading assessment in 1998.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in Puerto Rico were at or above Proficient on the 1998 NAEP reading assessment?

Puerto Rico did not participate in the 8th grade NAEP reading assessment in 1998.



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.

Virgin Islands Reading Grade 4

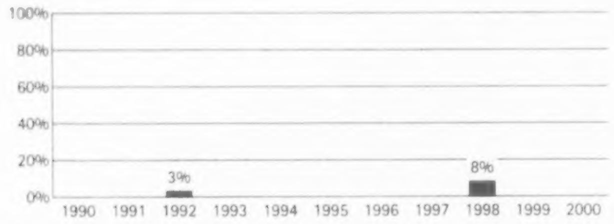
1. Improvement Over Time ☆

Have the Virgin Islands' 4th graders improved in reading achievement?

Yes. The percentage of the Virgin Islands' public school 4th graders who met the Goals Panel's performance standard in reading increased from 3% in 1992, to 8% in 1998.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did the Virgin Islands compare with other states in 4th grade reading achievement in public schools in 1998?

39 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Michigan, North Carolina, Oregon, Utah	28%
New Hampshire	38%	Delaware, Tennessee	25%
Massachusetts, Montana	37%	Alabama, Georgia	24%
Maine, Minnesota	36%	Arkansas, Florida	23%
Iowa	35%	Arizona, New Mexico, South Carolina	22%
Colorado, Kansas, Wisconsin	34%	Nevada	21%
Rhode Island	32%	California	20%
U.S.*	**31%**	Louisiana	19%
Oklahoma, Virginia, Wyoming	30%	Mississippi	18%
Kentucky, Maryland, Missouri, New York, Texas, Washington, West Virginia	29%	Hawaii	17%

1 state had a similar¹ percentage of students who were at or above Proficient on NAEP:

District of Columbia	10%	***Virgin Islands***	**8%**

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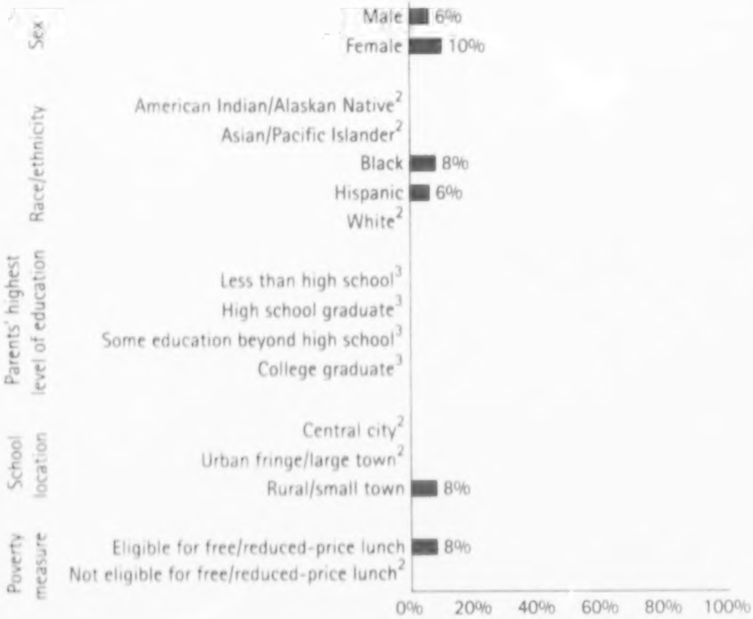
† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in the Virgin Islands were at or above Proficient on the 1998 NAEP reading assessment?



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[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

[3] No data reported for 4th graders by parents' highest level of education in 1998.

See Appendix A for definitions, sources, and technical notes.

Reading Grade 8 **Virgin Islands**

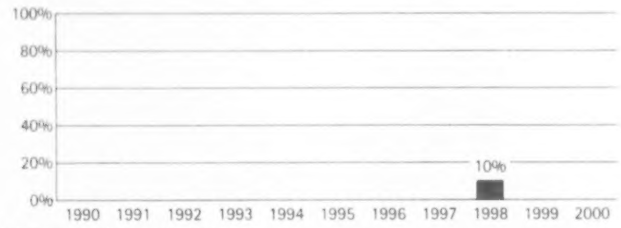
1. Improvement Over Time

Have the Virgin Islands' 8th graders improved in reading achievement?

In 1998, 10% of the Virgin Islands' public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons†

How did the Virgin Islands compare with other states in 8th grade reading achievement in public schools in 1998?

36 states had significantly higher[1] percentages of students who were at or above Proficient on NAEP:

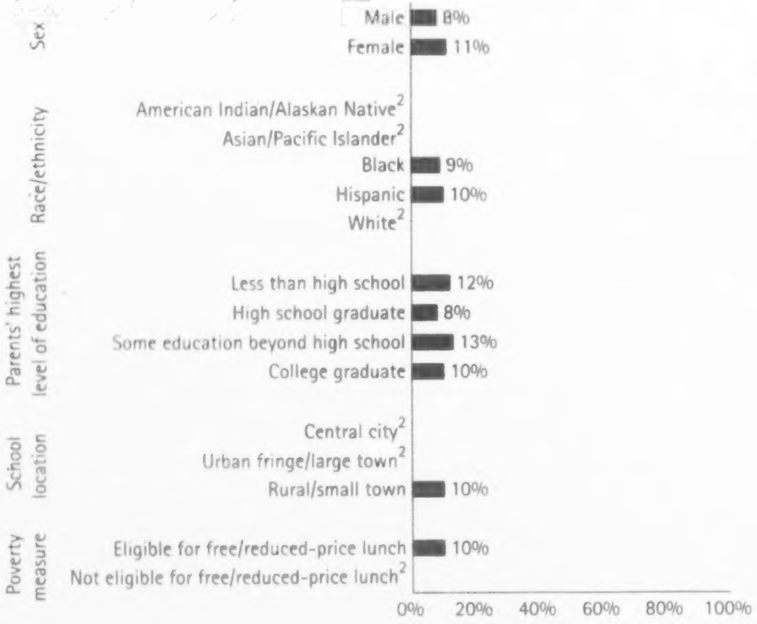
Connecticut, Maine	42%	Arizona, Texas	28%
Montana	38%	West Virginia	27%
Minnesota	37%	Tennessee	26%
Massachusetts	36%	Delaware, Georgia	25%
Kansas	35%	Nevada, New Mexico	24%
New York	34%	Arkansas, Florida	23%
U.S.,* Oregon, Virginia, Wisconsin	**33%**	California, South Carolina	22%
Washington	32%	Alabama	21%
Maryland, North Carolina, Utah	31%	Hawaii, Mississippi	19%
Colorado, Rhode Island	30%	Louisiana	18%
Kentucky, Missouri, Oklahoma, Wyoming	29%		

1 state had a similar[1] percentage of students who were at or above Proficient on NAEP:

District of Columbia	12%	***Virgin Islands***	**10%**

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in the Virgin Islands were at or above Proficient on the 1998 NAEP reading assessment?



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† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

[1] See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

[1] Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates.

The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a,b} = \sqrt{se^2_a + se^2_b}$$

To compare changes in between-group differences (groups "a" and "b") over time (years "1" and "2"), we approximate the standard error of the difference as:

$$se = \sqrt{se^2_{a1} + se^2_{b1} + se^2_{a2} + se^2_{b2}}$$

This method overestimates the standard error because it does not account for covariance (the covariance figures were not available). Because of this overestimation, the approach is conservative; that is, one is less likely to obtain significant results.

State and U.S. Comparisons

For the state-level indicators on student achievement, the state data include public school students only, while the U.S. data include public and nonpublic school students.

Multiple State Comparisons

The procedure used in Part 1: Improvement Over Time on the state pages to determine whether the test scores in two years are significantly different is a statistical test based on the assumption that only one test of statistical significance is being performed. However, in Part 2: State Comparisons on the state pages, many different average test scores are being compared (one state must be compared to all other participating jurisdictions). In a case such as this where there are multiple comparisons, statistical theory indicates that the certainty associated with the entire data set is less than that attributable to each individual comparison. To hold the significance level for the entire set of comparisons to 0.05, adjustments called multiple comparison procedures must be made. A powerful multiple comparison procedure designed by Benjamini and Hochberg was used in this case. This method controls the proportion of falsely rejected hypotheses from among all rejections. The Benjamini/Hochberg application of the False Discovery Rate (FDR) criterion can be described as follows. Let m be the number of significance tests made, and let $P_1 \leq P_2 \leq \ldots\ldots \leq P_m$ be the ordered significance levels of the m tests, from lowest to highest probability. Let a be the combined significance level of 0.05. The procedure will compare P_m with a, P_{m-1} with $a(m-1)/m, \ldots P_j$ with aj/m, stopping the comparisons with the first j such that $Pj \leq aj/m$. All tests associated with $P_1, \ldots P_j$ are declared significant; all tests associated with $P_{j+1}, \ldots, P_m$ are declared not significant.

Source: Benjamini, Y., & Hochberg, Y. (1994). Controlling the False Discovery Rate: A practical and powerful approach to multiple testing. *Journal of the Royal Statistical Society*, Series B, 57 (1): 289-300.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress, or NAEP, is the only nationally representative and ongoing assessment of what students in the United States know and are able to do in various academic subjects. Since 1969, NAEP has periodically assessed U.S. 4th, 8th, and 12th graders in reading, writing, mathematics, science, history, geography, the arts, and civics. NAEP is funded by Congress and is administered by the U.S. Department of Education's National Center for Education Statistics.

Congress expanded NAEP to allow the reporting of comparable state by state results, beginning with the 1990 mathematics assessment. Participation in state-level NAEP is voluntary, and has increased from 40 states and territories in the initial 1990 assessment, to as many as 45 in the 1996 mathematics and science assessments. These figures do not include the Department of Defense overseas and domestic schools. Although these jurisdictions have also participated in state-level administrations of NAEP, the Goals Panel does not report data for them.

To date, state-level NAEP assessments have been administered in reading, writing, mathematics, and science. During 2002, state-level NAEP assessments will be administered once again in reading at Grades 4 and 8, and in writing at Grade 8. Writing will also be assessed at Grade 4 for the first time at the state level.

NAEP assessments include both multiple-choice and open-ended test items. NAEP also collects demographic, curricular, and instructional information through student, teacher, and school administrator surveys. Since NAEP is used for large-scale monitoring and is not designed to be an individual test, no participating student takes the entire NAEP examination. Instead, samples of students in Grades 4, 8, and 12 are selected to take different portions of the test.

This approach, called matrix sampling, minimizes the number of students and the amount of time needed for testing, yet still allows policymakers to draw valid conclusions about how all students would have performed if they had taken the entire test.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown in this report should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels adopted by the National Assessment Governing Board for the National Assessment of Educational Progress. This effort has resulted in three achievement levels: Basic, Proficient, and Advanced. The Goals Panel has set its performance standard at the Proficient or Advanced levels on NAEP.

The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. The NAGB achievement levels represent a useful way to categorize overall performance on NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard.

Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external standards for performance is a difficult task. The process of setting achievement levels is still in transition and both NAGB and NCES regard the achievement levels as developmental. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade – 4, 8, and 12.*

Proficient: *This central level represents solid academic performance for each grade tested – 4, 8, and 12. It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling.*

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at Grades 4, 8, and 12.*

Thus far, state-level assessments have been conducted in reading, mathematics, science, and writing. Student achievement levels have been established by NAGB in these subject areas, with the exception of writing.

Reading Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

In 1992, 44 jurisdictions (states, territories, and the District of Columbia) participated in the state-level NAEP reading assessment of 4th graders. Six states did not satisfy one of the guidelines for school sample participation rates in 1992: Delaware, Maine, Nebraska, New Hampshire, New Jersey, and New York.

In 1994, 43 jurisdictions participated in the voluntary assessment of 4th graders. Two of the participating states (Idaho and Michigan) failed to meet the minimum school participation guidelines for public schools at Grade 4; therefore, their results were not released. Seven other states did not satisfy one of the NAEP guidelines for school sample participation rates in 1994: Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin.

In 1998, 42 jurisdictions participated in the state-level reading assessment of 4th graders, and 39 jurisdictions participated in the first state-level reading assessment of 8th graders. One state, Illinois, failed to meet the minimum school participation guidelines for public schools at both Grade 4 and Grade 8; therefore, no results for Illinois were released. Nine states did not satisfy one of the guidelines for school sample participation rates at Grade 4: California, Iowa, Kansas, Massachusetts, Minnesota, Montana, New Hampshire, New York, and Wisconsin. Seven states did not satisfy one of the guidelines for school sample participation rates at Grade 8: California, Kansas, Maryland, Minnesota, Montana, New York, and Wisconsin.

Students with disabilities and students with limited English proficiency are included in the samples of students who take NAEP assessments unless they meet well-defined criteria for exclusion. In some states, the exclusion rates for these groups of students changed between the 1994 and 1998 NAEP reading assessments. The National Center for Education Statistics is examining possible relationships between changes in state-level performance at Grade 4 between 1994 and 1998, and changes in exclusion rates for these groups of students. For further information, please contact Peggy Carr of the National Center for Education Statistics, at (202) 219-1576, peggy_carr@ed.gov.

Sources: Campbell, J.R., Donahue, P.L., Reese, C.M., & Phillips, G.W. (1996, January). *NAEP 1994 reading report card for the nation and the states.* Washington, DC: National Center for Education Statistics.

Donahue, P.L., Voelkl, K.E., Campbell, J.R., & Mazzeo, J. (1999, March). *NAEP 1998 reading report card for the nation and the states.* Washington, DC: National Center for Education Statistics.

NAEP Student Subgroups

NAEP results are reported for student subgroups only if they meet minimum requirements for student sample size and school representation. For public schools, the minimum number of students per subgroup is 62, and students in the sample must be drawn from a minimum of 5 primary sampling units (PSUs). At the state level, a PSU is usually a single school. At the national level, a PSU is a region, such as a county, group of counties, or a metropolitan statistical area.

In this document, NAEP results are reported by five types of subgroups: sex, race/ethnicity, parents' highest level of education, school location, and student eligibility for free/reduced-price lunch, which is often used as a measure of poverty. Brief definitions and technical information about the five subgroups reported in this document follow.

- *Sex.* Student results are reported separately for males and females. This information was collected on general student background questionnaires.
- ***Race/ethnicity.*** Student results are reported according to five federal reporting categories:
  - *American Indian/Alaskan Native;*
  - *Asian/Pacific Islander;*
  - *Black;*
  - *Hispanic;* and
  - *White.*

Classification was based on student self-reports to general background questions and school records. A sixth response category, "Other," was also a response option.

Parents' highest level of education. Parents' highest level of education was based on student self-reports to general background questions. If a student indicated that his or her parents had completed different levels of education, the response was classified according to the higher of the two levels. In this document, student achievement data are reported by four levels of parental education:

- *less than high school;*
- *high school graduate;*
- *some education beyond high school;* and
- *college graduate.*

A fifth response category, "I don't know," was also a response option. The reader should note that nationally, 9% of 8th graders did not know the highest level of education completed by either parent. Moreover, due to significant changes in the wording of the parental education question in 1998 for Grade 4 students, no 4th grade data are reported by parents' highest level of education.

- ***School location.*** Each student's school was assigned to one of three mutually exclusive categories of school location:
  - ***central city;***
  - ***urban fringe/large town;*** or
  - ***rural/small town.***

The definitions used by the National Center for Education Statistics for school location are as follows:

- ***Central City:*** The Central City category includes central cities of all standard Metropolitan Statistical Areas (SMSAs). (Each SMSA is defined by the Office of Management and Budget.) Central City is a geographic term and is not synonymous with "inner city."
- ***Urban Fringe/Large Town:*** An Urban Fringe includes all densely settled places and areas within SMSAs that are classified as urban by the Bureau of the Census, but which do not qualify as Central City. A Large Town is defined as a place outside an SMSA with a population greater than or equal to 25,000.
- ***Rural/Small Town:*** Rural includes all places and areas with populations of less than 2,500 that are classified as rural by the Bureau of the Census. A Small Town is defined as a place outside an SMSA with a population of less than 25,000, but greater than or equal to 2,500.

- ***Eligibility for free/reduced-price lunch program.*** Student eligibility for the free/reduced-price lunch component of the U.S. Department of Agriculture's National School Lunch Program was based on school records. Eligibility referred only to the school year in which the NAEP assessment was administered.

NAEP Data Collection Schedules

Appendix B

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Table B-1

National NAEP Assessments Administration Schedule[1]

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
1. Reading[2]	X		X		X				X		X		X				X				X
2. Writing[3]	X		X						X				X				X				X
3. Mathematics	X		X				X				X				X				X		
4. Science	X						X				X				X				X		
5. Foreign Languages[4]														X							
6. Civics									X					X							
7. Economics[5]																X					
8. Arts[6]								X										X			
9. History[7]					X							X				X				X	
10. Geography					X							X								X	

Table prepared May 1999.

[1] The National Assessment of Educational Progress (NAEP) is administered in Grades 4, 8, and 12. Student achievement levels have been established for the reading (1992, 1994, 1998), mathematics (1990, 1992, 1996), science (1996), history (1994), and geography (1994) assessments. This schedule reflects decisions made by the National Assessment Governing Board (NAGB) as of November 1998, regarding the subjects and grades to be assessed by NAEP between 2000 and 2010. According to NAGB, this schedule assumes continuing legislative authority and is based on conservative estimates of costs and anticipated appropriations.

[2] In 2000, reading will be assessed in Grade 4 only.

[3] Student achievement levels have not been established for writing.

[4] In 2003, foreign languages will be assessed in Grade 12 only.

[5] In 2005, economics will be assessed in Grade 12 only.

[6] In 1997, the arts were assessed in Grade 8 only. Student achievement levels have not been established.

[7] In 1994, U.S. history was assessed in Grades 4, 8, and 12. In 2001 and 2009, U.S. history will be assessed again at all three grades. In 2005, world history will be assessed in Grade 12 only.

State-Level NAEP Assessments Administration Schedule[1]

Table B-2

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
1. Reading																					
• Grade 4			X		X				X				X				X				X
• Grade 8									X				X				X				X
2. Writing																					
• Grade 4													X				X				X
• Grade 8									X				X				X				X
3. Mathematics																					
• Grade 4			X				X				X				X				X		
• Grade 8	X		X				X				X				X				X		
4. Science																					
• Grade 4											X				X				X		
• Grade 8							X				X				X				X		
5. Foreign Languages																					
6. Civics																					
7. Economics																					
8. Arts																					
9. History																					
10. Geography																					

Table prepared May 1999.

[1] Student achievement levels have been established for the reading (1992, 1994, 1998), mathematics (1990, 1992, 1996), and science (1996) assessments. This schedule reflects decisions made by the National Assessment Governing Board (NAGB) as of November 1998, regarding the subjects and grades to be assessed by NAEP between 2000 and 2010. According to NAGB, this schedule assumes continuing legislative authority and is based on conservative estimates of costs and anticipated appropriations. There are no current plans to administer state-level NAEP assessments at Grade 12, or in any of the following subjects by the year 2010: foreign languages, civics, economics, arts, history, or geography.

Standard Errors

Appendix C

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Table C-1

NAEP Achievement Level Standard Errors (At or Above Proficient) by State, Grade, and Year

State	Reading Grade 4			Reading Grade 8
	1992	1994	1998	1998
U.S.◆	1.2	1.1	0.9	0.9
Alabama	1.5	1.3	1.8	1.5
Alaska	▲	▲	▲	▲
Arizona	1.2	1.5	1.4	1.4
Arkansas	1.2	1.4	1.5	1.3
California	1.7	1.3	1.9*	1.7*
Colorado	1.4	1.5	1.8	1.5
Connecticut	1.4	1.6	2.5	1.5
Delaware	1.1*	1.1	1.2	1.5
District of Columbia	0.6	0.7	1.1	1.2
Florida	1.1	1.5	1.2	1.6
Georgia	1.5	2.0	1.9	1.6
Hawaii	1.5	1.4	1.0	0.9
Idaho	1.2	●	▲	▲
Illinois	▲	▲	●	●
Indiana	1.5	1.5	▲	▲
Iowa	1.6	1.5	1.6*	▲
Kansas	▲	▲	1.7*	1.4*
Kentucky	1.6	1.9	1.7	1.8
Louisiana	1.1	1.2	1.3	1.4
Maine	1.7*	1.5	1.6	1.7

NAEP Achievement Level Standard Errors (At or Above Proficient) by State, Grade, and Year

Table C-1 cont.

State	Reading Grade 4			Reading Grade 8
	1992	1994	1998	1998
Maryland	1.2	1.4	1.8	2.0*
Massachusetts	1.5	1.7	1.8*	2.1
Michigan	2.0	●	1.5	▲
Minnesota	1.5	1.4	1.7*	1.9*
Mississippi	0.9	1.3	1.2	1.1
Missouri	1.5	1.6	1.5	1.5
Montana	▲	1.5*	2.2*	1.4*
Nebraska	1.5*	1.8*	▲	▲
Nevada	▲	▲	1.3	1.2
New Hampshire	1.6*	1.6*	1.8*	▲
New Jersey	1.8*	1.6	▲	▲
New Mexico	1.7	1.5	1.4	1.4
New York	1.3*	1.5	1.7*	2.3*
North Carolina	1.3	1.7	1.4	1.5
North Dakota	1.5	1.5	▲	▲
Ohio	1.6	▲	▲	▲
Oklahoma	1.3	▲	1.3	1.6
Oregon	▲	▲	1.5	2.0
Pennsylvania	1.7	1.3*	▲	▲
Rhode Island	1.7	1.4*	1.6	1.1
South Carolina	1.4	1.3	1.2	1.1

Table C-1 cont.

NAEP Achievement Level Standard Errors (At or Above Proficient) by State, Grade, and Year

State	Reading Grade 4			Reading Grade 8
	1992	1994	1998	1998
South Dakota	▲	▲	▲	▲
Tennessee	1.5	1.5*	1.4	1.6
Texas	1.8	1.8	2.1	1.9
Utah	1.6	1.6	1.6	1.2
Vermont	▲	▲	▲	▲
Virginia	1.6	1.7	1.6	1.6
Washington	▲	1.2	1.4	1.6
West Virginia	1.4	1.4	1.6	1.2
Wisconsin	1.3	1.6*	1.5*	2.1*
Wyoming	1.5	1.4	1.9	1.6
American Samoa	▲	▲	▲	▲
Guam	0.8	0.8	▲	▲
Northern Marianas	▲	▲	▲	▲
Puerto Rico	▲	▲	▲	▲
Virgin Islands	0.6	▲	1.2	2.6

◆ U.S. data include public and nonpublic school students, whereas state data include public school students only.
* State did not satisfy one of the NAEP guidelines for school sample participation rates.
▲ State did not participate in the NAEP assessment at this grade in this year.
● State did not meet the minimum school participation guidelines for public schools; therefore, results were not released by the National Center for Education Statistics.

Source: Donahue, P.L., Voelki, K.E., Campbell, J.R., & Mazzeo, J. (1999, March). *NAEP 1998 reading report card for the nation and the states.* Washington, DC: National Center for Education Statistics.

NAEP Achievement Level Standard Errors (At or Above Proficient) Grade 4 Reading, 1998 – by State and by Subgroup

Table C-2

State		Sex		Race/ethnicity					Parents' highest level of education				School location			Poverty measure	
	All students	Male	Female	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White	Less than high school	High school graduate	Some education beyond high school	College graduate	Central city	Urban fringe/ large town	Rural/small town	Eligible for free/reduced-price lunch	Not eligible for free/reduced-price lunch
U.S.◆	0.9	0.9	0.9	3.8	3.9	1.0	1.2	1.1	■	■	■	■	1.6	1.6	2.1	1.2	1.3
Alabama	1.8	1.8	2.8	****	****	1.5	3.0	2.6	■	■	■	■	3.9	4.2	2.1	1.4	2.5
Alaska	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Arizona	1.4	1.8	1.9	3.8	****	3.3	1.1	2.1	■	■	■	■	2.2	2.4	5.2	1.1	2.4
Arkansas	1.5	1.9	1.7	****	****	1.4	3.5	1.9	■	■	■	■	3.1	4.1	1.9	1.5	2.3
California*	1.9	2.3	2.1	****	4.1	2.2	1.6	2.9	■	■	■	■	3.3	2.6	5.8	1.2	3.4
Colorado	1.8	2.0	2.1	****	8.5	4.1	2.1	2.1	■	■	■	■	3.1	2.5	3.9	2.8	2.0
Connecticut	2.5	2.7	2.9	****	8.8	2.9	2.6	2.5	■	■	■	■	2.9	3.6	3.7	1.9	2.7
Delaware	1.2	1.5	2.1	****	****	2.1	2.8	1.9	■	■	■	■	2.4	2.5	3.0	1.6	1.7
DC	1.1	1.1	1.7	****	****	1.3	1.7	5.7	■	■	■	■	1.1	****	****	1.0	5.1
Florida	1.2	1.3	1.6	****	****	1.4	2.6	1.7	■	■	■	■	2.2	1.9	3.1	1.0	1.9
Georgia	1.9	2.1	2.0	****	****	1.3	3.3	3.0	■	■	■	■	3.7	3.1	2.7	1.1	3.1
Hawaii	1.0	1.3	1.5	3.9	1.4	3.6	2.3	2.2	■	■	■	■	2.7	1.5	1.9	1.0	1.3
Idaho	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Illinois	●	●	●	●	●	●	●	●	■	■	■	■	●	●	●	●	●
Indiana	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Iowa*	1.6	1.9	2.1	****	****	2.5	5.3	1.8	■	■	■	■	2.5	5.1	2.0	1.8	1.9

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Table C-2 cont.

NAEP Achievement Level Standard Errors (At or Above Proficient)
Grade 4 Reading, 1998 – by State and by Subgroup

State		Sex		Race/ethnicity					Parents' highest level of education				School location			Poverty measure	
	All students	Male	Female	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White	Less than high school	High school graduate	Some education beyond high school	College graduate	Central city	Urban fringe/ large town	Rural/small town	Eligible for free/reduced-price lunch	Not eligible for free/reduced-price lunch
Kansas*	1.7	2.0	2.4	5.4	****	2.7	3.9	2.3	■	■	■	■	3.2	3.6	2.5	2.4	2.2
Kentucky	1.7	2.0	2.2	****	****	2.7	4.4	1.7	■	■	■	■	3.2	4.0	2.0	1.9	2.1
Louisiana	1.3	1.6	1.9	****	****	1.0	3.5	2.3	■	■	■	■	2.9	2.7	1.9	1.2	2.9
Maine	1.6	2.4	2.3	****	****	****	7.6	1.7	■	■	■	■	6.9	4.2	2.0	2.6	1.8
Maryland	1.8	2.1	2.2	****	7.9	1.4	4.3	2.7	■	■	■	■	3.5	2.4	4.4	1.7	2.3
Massachusetts*	1.8	2.2	2.4	****	6.1	4.0	3.2	2.3	■	■	■	■	2.8	2.8	4.1	2.4	2.2
Michigan	1.5	1.7	2.3	****	****	2.3	2.6	1.7	■	■	■	■	3.3	2.6	2.7	1.9	1.8
Minnesota*	1.7	1.9	2.2	****	9.4	3.0	3.8	1.9	■	■	■	■	4.0	2.4	2.6	1.7	1.8
Mississippi	1.2	1.1	1.8	****	****	1.4	2.5	1.6	■	■	■	■	2.4	2.7	1.5	0.9	2.1
Missouri	1.5	1.7	2.1	****	****	2.1	3.2	1.7	■	■	■	■	3.4	2.9	2.7	1.9	2.1
Montana*	2.2	3.5	4.2	4.7	****	****	5.5	2.5	■	■	■	■	4.8	4.8	2.7	3.0	2.6
Nebraska	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Nevada	1.3	1.7	2.1	4.5	6.1	1.9	1.8	1.8	■	■	■	■	1.5	3.0	4.6	1.1	1.8
New Hampshire*	1.8	2.3	2.2	****	****	****	5.2	1.7	■	■	■	■	4.3	4.1	2.2	2.5	2.1
New Jersey	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
New Mexico	1.4	1.8	1.7	2.5	****	3.6	1.4	2.4	■	■	■	■	2.4	3.8	1.9	1.3	2.6
New York*	1.7	1.9	2.2	****	10.0	1.9	1.9	1.8	■	■	■	■	2.2	3.3	3.6	1.4	2.0

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NAEP Achievement Level Standard Errors (At or Above Proficient)
Grade 4 Reading, 1998 – by State and by Subgroup

Table C-2 cont.

State		Sex		Race/ethnicity					Parents' highest level of education				School location			Poverty measure	
	All students	Male	Female	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White	Less than high school	High school graduate	Some education beyond high school	College graduate	Central city	Urban fringe/ large town	Rural/small town	Eligible for free/reduced-price lunch	Not eligible for free/reduced-price lunch
North Carolina	1.4	1.6	2.0	****	****	1.6	3.2	1.8	■	■	■	■	3.2	2.8	2.3	1.4	1.9
North Dakota	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Ohio	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Oklahoma	1.3	2.2	2.2	3.6	****	2.6	2.5	2.0	■	■	■	■	3.2	2.8	1.8	1.8	1.9
Oregon	1.5	1.6	1.9	4.2	5.5	4.8	2.1	1.6	■	■	■	■	2.7	2.5	2.1	1.6	1.6
Pennsylvania	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Rhode Island	1.6	2.7	2.3	****	5.9	2.4	2.0	1.8	■	■	■	■	2.6	2.5	3.3	1.7	1.8
South Carolina	1.2	1.7	1.6	****	****	1.5	3.0	1.8	■	■	■	■	2.1	2.0	2.1	1.2	1.7
South Dakota	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Tennessee	1.4	1.6	1.7	****	****	2.0	3.9	1.6	■	■	■	■	2.3	3.4	2.2	1.4	2.0
Texas	2.1	2.3	2.4	****	****	2.0	1.4	3.0	■	■	■	■	2.5	4.6	3.8	1.4	2.8
Utah	1.6	2.1	2.1	6.2	5.8	****	2.4	1.6	■	■	■	■	2.0	2.5	2.2	2.3	1.8
Vermont	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Virginia	1.6	2.1	1.8	****	6.7	2.0	3.6	2.2	■	■	■	■	3.3	2.5	2.8	1.9	2.2
Washington	1.4	1.7	1.8	3.6	4.4	4.6	2.9	1.7	■	■	■	■	2.7	2.6	2.0	1.7	1.8
West Virginia	1.6	2.0	2.2	****	****	2.5	3.5	1.7	■	■	■	■	6.1	4.1	1.7	1.7	2.2
Wisconsin*	1.5	2.2	2.2	****	****	2.4	3.4	1.8	■	■	■	■	2.8	3.1	2.5	2.1	2.0

Table C-2 cont.

NAEP Achievement Level Standard Errors (At or Above Proficient)
Grade 4 Reading, 1998 – by State and by Subgroup

State		Sex		Race/ethnicity						Parents' highest level of education				School location			Poverty measure	
	All students	Male	Female	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White	Less than high school	High school graduate	Some education beyond high school	College graduate	Central city	Urban fringe/ large town	Rural/small town	Eligible for free/reduced-price lunch	Not eligible for free/reduced-price lunch
Wyoming	1.9	2.1	2.6	4.1	****	****	2.8	2.2	■	■	■	■	4.0	6.3	2.0	2.1	2.2
Am. Samoa	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Guam	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
N. Marianas	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Puerto Rico	▲	▲	▲	▲	▲	▲	▲	▲	■	■	■	■	▲	▲	▲	▲	▲
Virgin Islands	1.2	1.7	1.6	****	****	1.5	1.7	****	■	■	■	■	****	****	1.3	1.5	****

◆ U.S. data include public and nonpublic school students, whereas state data include public school students only.
* State did not satisfy one of the NAEP guidelines for school sample participation rates at Grade 4.
▲ State did not participate in the 1998 NAEP reading assessment at Grade 4.
● State did not meet the minimum school participation guidelines for public schools; therefore, results were not released by the National Center for Education Statistics.
■ No data reported for 4th graders by parents' highest level of education in 1998.
**** Standard error estimates cannot be accurately determined.

Source: Donahue, P.L., Voelkl, K.E., Campbell, J.R., & Mazzeo, J. (1999, March). *NAEP 1998 reading report card for the nation and the states.* Washington, DC: National Center for Education Statistics.

NAEP Achievement Level Standard Errors (At or Above Proficient)
Grade 8 Reading, 1998 – by State and by Subgroup

Table C-3

State	All students	Sex		Race/ethnicity					Parents' highest level of education				School location			Poverty measure	
		Male	Female	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White	Less than high school	High school graduate	Some education beyond high school	College graduate	Central city	Urban fringe/ large town	Rural/small town	Eligible for free/reduced-price lunch	Not eligible for free/reduced-price lunch
U.S.◆	0.9	1.0	1.0	4.9	5.5	1.2	1.2	1.2	1.5	1.3	2.0	1.3	1.5	1.6	1.7	1.0	1.4
Alabama	1.5	1.6	1.8	****	****	1.4	5.0	1.8	2.8	1.6	2.2	2.4	3.2	2.9	1.9	1.1	2.1
Alaska	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Arizona	1.4	2.2	1.8	4.1	****	4.0	1.5	1.8	2.7	3.0	3.4	2.1	2.0	3.1	3.2	1.7	2.0
Arkansas	1.3	2.1	2.0	****	****	1.6	4.9	1.6	2.7	2.2	2.9	2.3	2.8	3.5	1.5	1.7	1.5
California•	1.7	2.1	1.9	****	4.3	3.6	1.4	3.1	2.1	2.1	3.4	2.8	2.2	2.7	****	1.2	2.8
Colorado	1.5	1.6	1.9	****	6.1	2.8	1.8	1.9	2.8	2.2	2.9	2.3	3.2	2.4	2.7	1.9	1.9
Connecticut	1.5	1.9	1.9	****	6.9	2.6	3.2	1.6	4.6	2.6	2.8	1.7	3.3	2.4	3.4	2.5	1.7
Delaware	1.5	2.5	1.9	****	****	2.1	4.4	2.2	4.4	2.3	2.8	2.7	2.7	2.6	1.9	1.9	2.2
DC	1.2	1.8	2.2	****	****	1.2	6.3	7.0	4.5	1.4	2.1	2.8	1.3	****	****	1.8	2.9
Florida	1.6	1.9	2.1	****	7.2	1.4	2.1	2.4	3.3	1.9	2.4	2.7	2.4	1.9	3.5	1.5	2.0
Georgia	1.6	1.8	2.0	****	****	1.2	4.2	2.5	2.7	2.2	3.0	2.6	3.6	2.3	2.6	1.5	2.4
Hawaii	0.9	1.6	1.3	****	1.0	6.4	3.0	3.5	3.8	1.9	2.8	2.2	2.2	1.2	2.6	1.3	1.5
Idaho	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Illinois	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Indiana	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Iowa	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

Table C-3 cont.

NAEP Achievement Level Standard Errors (At or Above Proficient)
Grade 8 Reading, 1998 – by State and by Subgroup

State		Sex		Race/ethnicity					Parents' highest level of education				School location			Poverty measure	
	All students	Male	Female	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White	Less than high school	High school graduate	Some education beyond high school	College graduate	Central city	Urban fringe/ large town	Rural/small town	Eligible for free/reduced-price lunch	Not eligible for free/reduced-price lunch
Kansas*	1.4	2.1	2.2	****	****	9.1	5.6	2.0	7.2	2.4	3.0	2.4	3.9	3.7	2.0	2.5	1.9
Kentucky	1.8	2.1	2.4	****	****	3.0	****	1.8	2.4	2.3	2.9	3.5	5.4	3.5	2.1	1.9	2.3
Louisiana	1.4	1.6	1.7	****	****	1.4	3.5	2.0	2.7	1.2	2.6	2.5	3.0	1.7	2.2	1.1	2.5
Maine	1.7	2.1	2.5	****	****	****	****	1.9	7.3	3.0	3.1	2.4	5.9	5.8	1.9	3.2	2.0
Maryland*	2.0	2.1	2.3	****	6.9	1.6	4.4	2.6	5.1	2.4	3.3	2.7	4.9	2.6	3.5	1.6	2.4
Massachusetts	2.1	2.4	2.5	****	7.2	4.0	3.1	2.4	3.8	2.8	4.3	3.0	4.2	3.6	3.8	2.0	2.3
Michigan	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Minnesota*	1.9	2.2	2.3	****	6.2	4.4	5.6	2.0	3.3	2.9	3.5	2.6	5.6	2.1	3.4	2.8	2.0
Mississippi	1.1	1.2	1.7	****	****	1.1	2.7	2.0	2.5	1.4	2.4	2.3	1.4	2.6	1.5	1.1	2.0
Missouri	1.5	1.8	1.7	****	****	2.2	****	1.6	4.2	2.2	2.5	2.2	3.9	2.6	1.9	1.5	1.7
Montana*	1.4	2.4	2.3	4.2	****	****	7.2	1.6	7.7	3.5	3.5	2.4	3.1	3.8	1.9	2.4	2.1
Nebraska	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Nevada	1.2	1.4	1.8	****	6.1	2.4	2.0	1.6	4.2	2.0	2.4	2.3	1.7	2.3	2.8	1.9	1.7
New Hampshire	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
New Jersey	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
New Mexico	1.4	1.9	2.3	3.7	****	****	1.4	2.3	2.5	2.3	4.3	2.1	3.0	2.5	1.7	1.9	2.2
New York*	2.3	2.5	2.5	****	8.6	2.5	2.2	2.7	5.0	2.7	4.4	2.8	3.1	3.6	3.7	2.5	2.7

NAEP Achievement Level Standard Errors (At or Above Proficient)
Grade 8 Reading, 1998 – by State and by Subgroup

Table C-3 cont.

State		Sex		Race/ethnicity					Parents' highest level of education				School location			Poverty measure	
	All students	Male	Female	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White	Less than high school	High school graduate	Some education beyond high school	College graduate	Central city	Urban fringe/ large town	Rural/small town	Eligible for free/reduced-price lunch	Not eligible for free/reduced-price lunch
North Carolina	1.5	2.1	1.9	5.4	****	2.1	4.3	1.8	2.9	1.6	3.0	2.2	2.4	3.9	1.8	1.9	1.8
North Dakota	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Ohio	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Oklahoma	1.6	2.7	2.4	4.4	****	3.5	3.8	2.1	4.0	2.2	3.7	2.9	3.4	2.5	2.5	2.0	2.2
Oregon	2.0	1.9	2.5	3.7	8.2	****	3.0	2.3	2.7	3.8	2.6	2.6	5.0	2.9	2.2	2.1	2.3
Pennsylvania	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Rhode Island	1.1	1.8	1.7	****	4.8	5.4	2.2	1.5	2.5	3.1	4.3	1.8	1.9	1.9	2.6	1.7	1.5
South Carolina	1.1	1.5	1.5	****	****	1.2	4.1	1.5	3.0	1.5	3.1	2.3	2.4	2.0	1.5	1.4	1.5
South Dakota	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Tennessee	1.6	1.7	2.1	****	****	1.5	4.2	1.9	3.7	1.7	3.0	2.5	2.5	3.6	2.4	2.3	2.2
Texas	1.9	1.8	2.5	****	5.1	3.5	1.9	2.4	2.8	2.2	3.0	3.1	2.7	3.4	4.3	1.5	2.5
Utah	1.2	1.3	1.7	****	7.1	****	4.4	1.2	3.9	2.8	3.4	1.5	2.0	1.6	3.3	3.0	1.4
Vermont	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Virginia	1.6	1.9	1.9	****	7.6	2.0	5.0	1.8	3.3	2.2	3.8	2.4	2.8	2.2	2.8	1.9	1.8
Washington	1.6	2.1	2.3	3.9	5.2	6.0	3.4	2.1	4.3	2.5	2.4	2.5	2.7	3.0	2.6	1.6	2.0
West Virginia	1.2	1.6	1.8	****	****	4.5	****	1.2	3.3	1.8	2.9	2.4	4.2	4.2	1.3	1.8	1.6
Wisconsin*	2.1	2.2	2.6	****	****	3.3	5.2	2.1	3.6	3.0	2.7	3.5	3.2	4.1	3.1	2.3	2.4

Table C-3 cont.

NAEP Achievement Level Standard Errors (At or Above Proficient) Grade 8 Reading, 1998 – by State and by Subgroup

State		Sex		Race/ethnicity					Parents' highest level of education				School location			Poverty measure	
	All students	Male	Female	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White	Less than high school	High school graduate	Some education beyond high school	College graduate	Central city	Urban fringe/ large town	Rural/small town	Eligible for free/reduced-price lunch	Not eligible for free/reduced-price lunch
Wyoming	1.6	1.4	2.7	4.1	****	****	3.4	1.6	5.7	2.9	3.7	2.4	3.0	****	1.4	2.7	1.7
Am. Samoa	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Guam	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
N. Marianas	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Puerto Rico	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Virgin Islands	2.6	2.8	2.9	****	****	3.1	3.4	****	5.1	4.1	5.5	3.0	****	****	2.5	2.8	****

◆ U.S. data include public and nonpublic school students, whereas state data include public school students only.

* State did not satisfy one of the NAEP guidelines for school sample participation rates at Grade 8.

▲ State did not participate in the 1998 NAEP reading assessment at Grade 8.

● State did not meet the minimum school participation guidelines for public schools at Grade 8; therefore, results were not released by the National Center for Education Statistics.

**** Standard error estimates cannot be accurately determined.

Source: Donahue, P.L., Voelkl, K.E., Campbell, J.R., & Mazzeo, J. (1999, March). *NAEP 1998 reading report card for the nation and the states.* Washington, DC: National Center for Education Statistics.

Tests of significance between individual state gains and national gain on NAEP reading, 4th grade class of 1994 to 8th grade class of 1998, public schools only

Table C-4

State	4-year gain (in scale score points) 1994-1998	Difference between state and national averages (in scale score points)	Standard error of the difference	Difference between state and national averages, divided by standard error of the difference
U.S.	49	–	–	–
Alabama	47	-2	2.508	-0.80
Alaska	▲	▲	▲	▲
Arizona	55	6	2.670	2.25*
Arkansas	47	-2	2.581	-0.78
California	56	7	2.865	2.44*
Colorado	51	2	2.232	0.90
Connecticut	50	1	2.419	0.41
Delaware	50	1	2.232	0.45
District of Columbia	57	8	2.625	3.05*
Florida	48	-1	2.804	-0.36
Georgia	50	1	3.130	0.32
Hawaii	49	0	2.581	0.00
Idaho	▲	▲	▲	▲
Illinois	▲	▲	▲	▲
Indiana	▲	▲	▲	▲
Iowa	▲	▲	▲	▲
Kansas	▲	▲	▲	▲
Kentucky	50	1	2.516	0.40
Louisiana	55	6	2.454	2.45*
Maine	45	-4	2.283	-1.75

Table C-4 cont.

Tests of significance between individual state gains and national gain on NAEP reading, 4th grade class of 1994 to 8th grade class of 1998, public schools only

State	4-year gain (in scale score points) 1994-1998	Difference between state and national averages (in scale score points)	Standard error of the difference	Difference between state and national averages, divided by standard error of the difference
Maryland	52	3	2.751	1.09
Massachusetts	46	-3	2.516	-1.19
Michigan	▲	s	▲	▲
Minnesota	49	0	2.394	0.00
Mississippi	49	0	2.569	0.00
Missouri	46	-3	2.454	-1.22
Montana	48	-1	2.291	-0.44
Nebraska	▲	▲	▲	▲
Nevada	▲	▲	▲	▲
New Hampshire	▲	▲	▲	▲
New Jersey	▲	▲	▲	▲
New Mexico	53	4	2.532	1.58
New York	54	5	2.569	1.95*
North Carolina	50	1	2.354	0.43
North Dakota	▲	▲	▲	▲
Ohio	▲	▲	▲	▲
Oklahoma	▲	▲	▲	▲
Oregon	▲	▲	▲	▲
Pennsylvania	▲	▲	▲	▲
Rhode Island	42	-7	2.184	-3.21
South Carolina	52	3	2.394	1.25

Tests of significance between individual state gains and national gain on NAEP reading, 4th grade class of 1994 to 8th grade class of 1998, public schools only

Table C-4 cont.

State	4-year gain (in scale score points) 1994-1998	Difference between state and national averages (in scale score points)	Standard error of the difference	Difference between state and national averages, divided by standard error of the difference
South Dakota	▲	▲	▲	▲
Tennessee	46	-3	2.581	-1.16
Texas	50	1	2.818	0.36
Utah	48	-1	2.232	-0.45
Vermont	▲	▲	▲	▲
Virginia	53	4	2.354	1.70
Washington	52	3	2.454	1.22
West Virginia	49	0	2.175	0.00
Wisconsin	42	-7	2.419	-2.89
Wyoming	41	-8	2.283	-3.51
American Samoa	▲	▲	▲	▲
Guam	▲	▲	▲	▲
Northern Marianas	▲	▲	▲	▲
Puerto Rico	▲	▲	▲	▲
Virgin Islands	▲	▲	▲	▲

* State gain is significantly higher than the national gain.

▲ State did not participate in the 1994 NAEP reading assessment at Grade 4 and/or state did not participate in the 1998 NAEP reading assessment at Grade 8.

Appendix D

This section of the report provides additional information about the student subgroups profiled in Part 3: Subgroup Performance on each of the state pages. Part 3 shows the percentages of students in different subgroups who met the Goals Panel's performance standard (that is, a score at or above the Proficient level) on the most recent NAEP reading assessment.[1] Results are presented by sex, race/ethnicity, parents' highest level of education, school location, and eligibility for free/reduced-price lunch programs.

The summaries in this appendix indicate whether differences between subgroups were statistically significant. (See explanation of statistical significance on pp. 2-3.) Each list shows the number of states in which the percentage of students in one group who scored at or above Proficient was significantly higher than that of students in a second group. This is shortened to read, for example, females outperformed males nationally and in 22 states. Adjustments for multiple comparisons were made using the Benjamini/Hochberg application of the False Discovery Rate (FDR) criterion. The Department of Defense overseas and domestic schools were included in these analyses, but their results are not reported separately.

If a state is not shown on a particular list, either differences between the subgroups in that state were not statistically significant, or sample sizes were too small to permit reliable estimates. The reader is cautioned to avoid interpreting these subgroup differences as causal relationships.

Source: Unpublished tabulations of the 1998 NAEP reading data were provided by the Educational Testing Service, May 1999.

Reading, Grade 4 – 1998

Females outperformed males nationally and in 22 states

U.S.
Arizona
Colorado
Delaware
Florida
Hawaii
Iowa
Kansas
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Missouri
Montana
New Mexico
North Carolina
Oregon
Utah
Virginia
Washington
Wyoming

Subgroup differences were statistically significant nationally and in 22 out of 41 states.

Whites outperformed American Indians/Alaskan Natives nationally and in 11 states

U.S.
Arizona
Hawaii
Kansas
Montana
Nevada
New Mexico
Oklahoma
Oregon
Utah
Washington
Wyoming

Subgroup differences were statistically significant nationally and in 11 out of 11 states.

---

[1] U.S. data include public and nonpublic school students, whereas state data include public school students only.

Reading, Grade 4 – 1998

Whites outperformed Asians/Pacific Islanders in 3 states

Hawaii
Massachusetts
Rhode Island

Subgroup differences were statistically significant in 3 out of 14 states.

Whites outperformed Blacks nationally and in 35 states

U.S.
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Iowa
Kansas
Kentucky
Louisiana
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Nevada
New Mexico
New York
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Virginia
Washington
West Virginia
Wisconsin

Subgroup differences were statistically significant nationally and in 35 out of 35 states.

Whites outperformed Hispanics nationally and in 40 states

U.S.
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nevada
New Hampshire
New Mexico
New York
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Subgroup differences were statistically significant nationally and in 40 out of 40 states.

Asians/Pacific Islanders outperformed American Indians/Alaskan Natives nationally and in 1 state

U.S.
Oregon

Subgroup differences were statistically significant nationally and in 1 out of 5 states.

Reading, Grade 4 – 1998

Asians/Pacific Islanders outperformed Blacks nationally and in 9 states

U.S.
California
Colorado
Connecticut
Maryland
Minnesota
Nevada
New York
Virginia
Washington

Subgroup differences were statistically significant nationally and in 9 out of 13 states.

Asians/Pacific Islanders outperformed Hispanics nationally and in 11 states

U.S.
California
Colorado
Connecticut
Hawaii
Maryland
Nevada
New York
Oregon
Rhode Island
Virginia
Washington

Subgroup differences were statistically significant nationally and in 11 out of 14 states.

Students in central cities outperformed students in urban fringes/large towns in 1 state

Hawaii

Subgroup differences were statistically significant in 1 out of 39 states.

Students in central cities outperformed students in rural areas/small towns in 2 states

Hawaii
New Mexico

Subgroup differences were statistically significant in 2 out of 39 states.

Students in urban fringes/large towns outperformed students in central cities nationally and in 10 states

U.S.
Connecticut
Georgia
Massachusetts
Michigan
Minnesota
Missouri
New York
Rhode Island
Tennessee
Wisconsin

Subgroup differences were statistically significant nationally and in 10 out of 39 states.

Students in rural areas/small towns outperformed students in central cities nationally and in 5 states

U.S.
Connecticut
Massachusetts
Michigan
New York
Rhode Island

Subgroup differences were statistically significant nationally and in 5 out of 39 states.

Students in urban fringes/large towns outperformed students in rural areas/small towns nationally and in 3 states

Minnesota
Mississippi
Washington

Subgroup differences were statistically significant in 3 out of 39 states.

Reading, Grade 4 – 1998

Students who *were not* eligible for the free/reduced-price school lunch program outperformed students who *were* eligible, nationally and in 40 states

U.S.
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nevada
New Hampshire
New Mexico
New York
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Subgroup differences were statistically significant nationally and in 40 out of 40 states.

Reading, Grade 8 – 1998

Females outperformed males nationally and in 35 states

U.S.
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nevada
New Mexico
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Subgroup differences were statistically significant nationally and in 35 out of 38 states.

Whites outperformed American Indians/Alaskan Natives nationally and in 8 states

U.S.
Arizona
Montana
New Mexico
North Carolina
Oklahoma
Oregon
Washington
Wyoming

Subgroup differences were statistically significant nationally and in 8 out of 8 states.

Whites outperformed Asians/Pacific Islanders in 2 states

Hawaii
Minnesota

Subgroup differences were statistically significant in 2 out of 16 states.

Whites outperformed Blacks nationally and in 29 states

U.S.
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Kentucky
Louisiana
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Nevada
New York
North Carolina
Oklahoma
Rhode Island
South Carolina
Tennessee
Texas
Virginia
Washington
West Virginia
Wisconsin

Subgroup differences were statistically significant nationally and in 29 out of 31 states.

Whites outperformed Hispanics nationally and in 33 states

U.S.
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Kansas
Louisiana
Maryland
Massachusetts
Minnesota
Mississippi
Montana
Nevada
New Mexico
New York
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
Wisconsin
Wyoming

Subgroup differences were statistically significant nationally and in 33 out of 33 states.

Reading, Grade 8 – 1998

Asians/Pacific Islanders outperformed American Indians/Alaskan Natives in 2 states

Oregon
Washington

Subgroup differences were statistically significant in 2 out of 2 states.

Asians/Pacific Islanders outperformed Blacks nationally and in 11 states

U.S.
California
Colorado
Connecticut
Florida
Maryland
Massachusetts
New York
Rhode Island
Texas
Virginia
Washington

Subgroup differences were statistically significant nationally and in 11 out of 14 states.

Asians/Pacific Islanders outperformed Hispanics nationally and in 11 states

U.S.
California
Colorado
Connecticut
Florida
Maryland
Massachusetts
New York
Oregon
Rhode Island
Texas
Washington

Subgroup differences were statistically significant nationally and in 11 out of 16 states.

Asians/Pacific Islanders outperformed Whites in 1 state

Florida

Subgroup differences were statistically significant in 1 out of 16 states.

Students whose parents *did* complete high school outperformed students whose parents *did not* complete high school, nationally and in 4 states

U.S.
Arizona
Minnesota
Oregon
Wisconsin

Subgroup differences were statistically significant nationally and in 4 out of 38 states.

Students whose parents had some education beyond high school outperformed students whose parents did not complete high school, nationally and in 32 states

U.S
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Kansas
Kentucky
Louisiana
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nevada
New Mexico
New York
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin

Subgroup differences were statistically significant nationally and in 32 out of 38 states.

Reading, Grade 8 – 1998

Students whose parents were college graduates outperformed students whose parents did not complete high school, nationally and in 36 states

U.S.
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nevada
New Mexico
New York
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin

Subgroup differences were statistically significant nationally and in 36 out of 38 states.

Students in central cities outperformed students in rural areas/small towns in 1 state

Arizona

Subgroup differences were statistically significant in 1 out of 35 states.

Students in urban fringes/large towns outperformed students in central cities nationally and in 10 states

U.S.
Connecticut
Georgia
Kansas
Maryland
Massachusetts
Mississippi
New York
Rhode Island
Virginia
Wisconsin

Subgroup differences were statistically significant nationally and in 10 out of 35 states.

Students in urban fringes/large towns outperformed students in rural areas/small towns in 4 states

Arizona
New Mexico
South Carolina
Virginia

Subgroup differences were statistically significant in 4 out of 35 states.

Students in rural areas/small towns outperformed students in central cities nationally and in 6 states

U.S.
Connecticut
Maryland
Massachusetts
Montana
New York
Rhode Island

Subgroup differences were statistically significant nationally and in 6 out of 35 states.

Reading, Grade 8 – 1998

Students in rural areas/small towns outperformed students in urban fringes/large towns in 1 state

Rhode Island

Subgroup differences were statistically significant in 1 out of 35 states.

Students who *were not* eligible for the free/reduced-price school lunch program outperformed students who *were* eligible, nationally and in 37 states

U.S.
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nevada
New Mexico
New York
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Subgroup differences were statistically significant nationally and in 37 out of 37 states.

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Report Production

Julie Daft, Westat
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Peggy Carr, U.S. Department of Education
David Freund, Educational Testing Service
Stephen Lazer, Educational Testing Service
John Mazzeo, Educational Testing Service
Richard Valliant, Westat
Amy Van Driessche, Westat
Nicholas Zill, Westat

National Education Goals Panel Staff

Ken Nelson
Executive Director

PROGRAM STAFF

John W. Barth
Senior Education Associate

Christopher R. Harrington
Education Associate

Leslie A. Lawrence
Senior Education Associate

Cynthia D. Prince
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